MIDDLEBURY COLLEGE BULLETIN
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Middlebury Language Schools

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FRENCH GERMAN ITALIAN SPANISH

MIDDLEBURY COLLEGE BULLETIN

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SUPPLEMENTARY ANNOUNCEMENT

as of April 14, 1943

As this bulletin goes to press, the United States Navy has assigned a large training unit to the Middlebury campus, and has requested that Hepburn and Gifford Halls be reserved for it. The accelerated three-term program adopted by the college will also bring 350 Middlebury undergraduates to the campus on July 1.

The following tentative arrangements are therefore being made for the Middlebury Language Schools:

The Spanish School will occupy the entire facilities of the Bread Loaf Inn, in the charming mountain location twelve miles from Middlebury, heretofore used by the Bread Loaf School of English. Special attention is called to the change in dates: the Spanish School will open on June 27, and will close August 8. The session will thus occupy exactly six weeks, including registration and final examinations. The rates will vary from $210 to $245 according to the type of room accommodations, the great majority being listed from $210 to $230. Full details about the change to the Bread Loaf location will gladly be furnished.

The French School will occupy Le Château, Painter Hall, and fraternity houses. The dates will be as announced, from July 2 to August 19. Rates will vary from $200 to $235.

The Italian School will be held at the announced dates on the Middlebury campus, probably occupying one or more fraternity houses. The rates will vary between $200 and $225.

The German School is expected to be located at the Bristol Inn in Bristol, at the usual dates and rates.

Attention is called to the fact that, because of the distance between Middlebury and Bread Loaf, it will not be possible for Spanish School students to attend courses in French and Italian, or vice versa.

Because of lack of space, the contemplated section of Intermediate Portuguese studies has been cancelled. Beginning courses in Portuguese and Russian will be taught, however, as announced, if there is sufficient demand for them. (See back cover.)

The Bread Loaf School of English will be held at Bread Loaf from August 8 to September 5. The Bread Loaf Writers' Conference will meet as usual, August 16 to 28.

The Middlebury Language Schools

1943 SESSION

IMPORTANT: *The administration reserves the right to make any changes without notice in courses, staff, fees, living arrangements, etc., which may be deemed necessary under prevailing conditions. The facilities and equipment of Middlebury College have been placed at the disposal of the government. If they are requisitioned for a military training program, it may even be necessary to cancel one or all of the Language Schools for the 1943 session.*

The Idea The Middlebury Language Schools stand for the thorough preparation of language teachers through efficient methods of teaching, a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history, and culture of the foreign country. Success hinges upon the consistent enforcement of the Middlebury idea—the segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a faculty of native instructors. *For the seven weeks of the session, the foreign language is the sole medium of communication in work and play. From the day of arrival, students are pledged to speak the foreign language.*

History The Middlebury Language Schools were the pioneers in the development of segregated, specialized summer schools for the study of modern languages in this country. The German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917 respectively. These schools represented a distinctive contribution to educational progress in America, and quickly won for Middlebury an international reputation. In 1920, the Bread Loaf School of English was begun on a similar pattern. The German School was reopened in 1931 and located in the neighboring village of Bristol. In 1932, the Italian School was added to the two other Romance Language units on the Middlebury Campus.

The War The schools are primarily devoted, as they have been for more than a quarter of a century, to the professional preparation of the teachers of languages. But with the war has come increased responsibility, a greater scope of service. Because of their wide reputation in the field, the Language Schools of Middlebury College are designated to play an important role in providing trained linguists for our armies abroad, and in government agencies as translators, radio broadcasters, interpreters, censors, commercial attachés, etc. Language training is also essential in the preparation of those who will participate in the rehabilitation of the world after the war. Wherever thorough instruction in understanding, speaking, and reading a foreign language is of primary importance, study at the Middlebury Language Schools will prove most valuable.

But along with their contributions to the immediate effort, the schools will continue to devote themselves to the essential objective: to make even clearer the enduring value of the best in each country's civilization. Thus, when the war has been won, and foreign cultures are once more free, Americans may be ready for a durable peace, and prepared for international cooperation, based upon a true understanding of their heritage.

Academic Status The work of the Middlebury Language Schools is widely recognized. Among the students enrolled every summer are to be found college professors as well as teachers, heads of departments, and principals of secondary schools. The summer of 1942 brought students from forty-three different states and countries, including Arizona, California, Canada, Colorado, Cuba, Florida, Guatemala, Hawaii, Idaho, Louisiana, Montana, Texas. Two hundred twenty colleges and universities were represented. Eighty-three per cent of the students held baccalaureate degrees, and thirty-three per cent held the Master's degree or the Doctorate. The majority of the students are candidates for advanced degrees. Thirty-seven Master's degrees were awarded in August, 1942, and one Doctorate in Modern Languages.

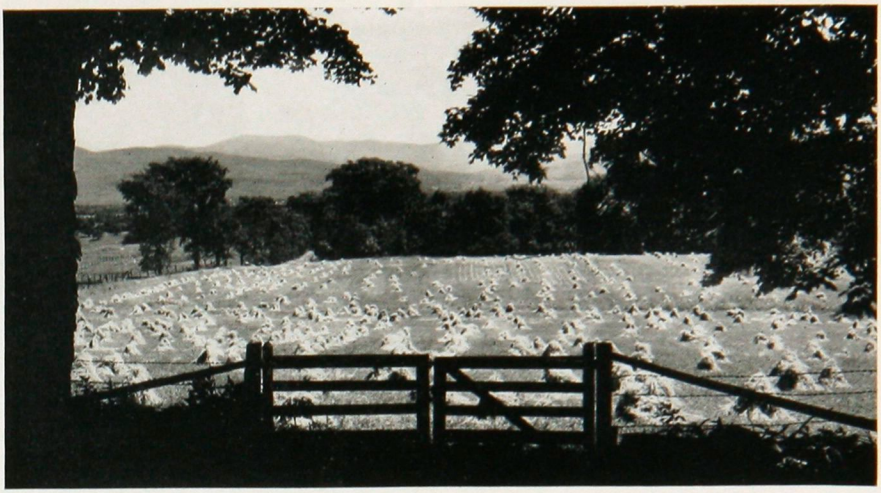
Teacher Training The value of the training is recognized to such a degree by school boards and institutions employing language teachers that not infrequently they defray or contribute toward meeting the expenses of teachers attending the Middlebury Language Schools. The U. S. Army and Navy have long sent representatives to the schools. Now that foreign travel is impossible, a summer of study at one of the Middlebury schools is its nearest equivalent, providing courses completely suited to the needs of American teachers, and giving uninterrupted and

intensive training in the use of the language, as well as courses in professional technique.

Location The Middlebury Language Schools are located in a lovely Vermont countryside, at the foot of the Green Mountains, and about twenty miles from Lake Champlain. The Romance Language Schools occupy the campus of Middlebury College, founded in 1800 and still one of the most charming of New England colleges. The life of the German School centers around the quaint village green of Bristol, twelve miles away and nearer the mountains. The summer climate is delightful, with clear dry breezes, cool nights, and sufficient rain to keep the meadows and woods richly green and soft. Among the memories of students who have spent a summer here are pictured many scenes of Vermont mountains and forests; the valley of the winding Otter, Lake Dunmore in its hollow among the hills; the Adirondacks, pink in the morning sun, or the eastern range growing purple in the twilight.

Atmosphere The central purpose of the schools is to make everything about the life of a student during his stay contribute as richly and as pleasantly as possible to the thing for which he came, the mastery of the language. Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps;* while constant association with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the classroom, brings both inspirational and intellectual stimulus. Any language pursued under such conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained, approximately one to eight.

Recreation No college in the East offers more attractive opportunities for out-of-door recreation than are found at Middlebury in summer. The program of studies is so arranged as to leave late afternoons and Saturdays free. Groups of students frequently spend an afternoon at a lake side or hiking in the mountains. Party lunches are provided at a reasonable charge. Among the most enjoyable features of a summer's sojourn at Middlebury are the campfire suppers and informal picnics of these friendly groups. Unusual opportunities are afforded by the Battell Forest of 13,000 acres, belonging to Middlebury College. Week-end hiking parties on the celebrated Long Trail of the Green Mountains have been popular. Swimming may be enjoyed at Lake Dunmore, or at Bartlett's Falls in Bristol. The tennis courts on the college campus are reserved for the use of students who pay a fee of $3.00 for the session. There is an excellent



Vermont Vista

golf course within walking distance of the campus, which students may use at small charge. At Bristol, tennis courts have also been placed at the disposal of the school, and a golf course is within easy reach.

Admission In all the schools students may enter without examinations and without being candidates for degrees. It should be noted, however, that the Middlebury Language Schools are, by reason of the students attending them and the nature of the courses given, essentially graduate schools requiring the highest degree of application and study.

No student will be admitted unless his qualifications are approved by the Dean, and the right is reserved to place all students in the classes best suited to their advancement. Undergraduates are required to submit special recommendations from their professors, indicating adequate preparation.

No student will be admitted to the schools unless he is able and willing to use only the foreign language, during the entire session, even in the individual dormitory rooms. This rule, which has become a cherished and unique tradition of the schools, and which is a fundamental of the Middlebury method, goes into force from the moment the student enrolls. Students may, of course, use English in their dealings with the people of the village, but even in these cases, students are not supposed to speak English to each other. This rule holds good for all picnics and excursions. At the opening of the schools, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the

right to dismiss from the school students who willfully break this rule. Only the Director or the Dean may grant temporary release, upon occasions which may warrant it.

Cooperation The Middlebury Language Schools maintain the closest cooperation with each other. An enrolled student may visit any courses in his own school, or in any of the other schools, without extra charge. He may also enroll for credit in courses in another school on payment of a nominal fee, if by reason of his proficiency he receives the consent of the Deans of both schools. (See page 11). By special arrangement, a student enrolled in one school may be permitted to take part or all of his meals in the dining hall of another school if an exchange can be arranged. Permission must be secured from the Deans of both schools, and the student should state his wish when reserving accommodations, in no case later than the end of the registration period. It should be noted that because of the distance involved, such arrangements are more difficult between schools on the Middlebury campus and the German School at Bristol.

Beginners' Courses Special beginners' courses in French, German, Italian, Portuguese, Russian, and Spanish will be offered on the Middlebury campus, if there is sufficient demand for them. They are not open to members of the same school, and thus constitute no violation of the Middlebury rule that students must be able to speak the language of their school. The courses are offered at no extra charge to students enrolled in another of the language schools; or by special arrangement to persons not enrolled in any school. The opportunity to begin the study of these languages is given with a view to their especial utility in the national emergency. A course in Intermediate Portuguese will also be offered. The instruction in Portuguese will be under the auspices of the Spanish School, and the work in Russian under the French School. *For detailed descriptions of the beginners' courses, see pages 21, 39, 51, 69. For announcement of the courses in Portuguese and Russian, see back cover.*

Credits Students who desire credits must indicate that fact when they register, and, if candidates for a Middlebury degree, they must present evidence of their qualifications before their work will be counted, either for baccalaureate or advanced degrees. An official transcript bearing the seal of Middlebury College will be issued upon application to the College Registrar. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, nor to students who do not take the final examinations.

Not more than six credits may be gained in one summer by an undergraduate, and not more than eight credits by a graduate student. (See pages 27, 43, 55, and 75.) A graduate student must receive a mark of "B" in a course in order to obtain credit for that course. The undergraduate passing mark is "C," subject to the regulations of the student's own college. One credit or point is equal to one semester hour, that is, one recitation a week during a semester, or fifteen class exercises. Each summer course meeting daily (five times a week for six weeks) is equivalent to two semester hours.

Examinations In each school the last days of the session are devoted to the final examinations. They are required of students who desire credits, transcripts, or recommendations, and it is advisable that all should take them. The New York State written Examination for Approval of Oral Work is given at Middlebury early in August.

The Master's Degree Candidates for the Master's degree must hold a baccalaureate degree from some approved college. To obtain the degree of Master of Arts at Middlebury College, thirty credits are necessary. Twenty of the thirty credits must be earned at Middlebury College. Thirty credits may be gained by proficient students in four summer sessions. Students with six or more credits accepted from other institutions may complete their work for the Master's degree in three summers. The Committee on Graduate Work will pass upon the credentials and courses of candidates for the Master's degree. Students desiring to transfer graduate credits earned at other institutions should present them to the dean of their school.

Study in a foreign country in approved summer courses may be counted toward the M. A. degree from Middlebury. Each individual case must be approved by the dean, and sanctioned by the Committee on Graduate Work. Six credits may be allowed for an equivalent of ninety hours of class exercises followed by examinations. Six credits is the maximum allowed for a summer session of foreign study. In any case, twenty credits for the M. A. must be gained at Middlebury College.

Students desiring to count credits taken at Middlebury toward degrees to be secured elsewhere should obtain permission to do so from the institution to which they wish the credits transferred.

Degrees are conferred both in June and in August following the completion of the work. A fee of $15 is required for the diploma.

The Degree of Doctor of Modern Languages In addition to the Master's degree, Middlebury College offers, through the Language Schools, the advanced degree of Doctor of Modern Languages (D.M.L.). The principal requirements are:

1. The Master's degree, with a language major, from some recognized university.

2. Residence at Middlebury College equivalent to thirty credits. This will ordinarily require four summers' residence, but the basis of the requirement is chiefly the fulfillment of a program, not merely a given total of points. The student will be required to complete the main lines or groups of the curriculum—Philology, Stylistics, Phonetics, Literature, Civilization, and Teaching Methods. The equivalent of ten credits of approved work beyond the Master's degree may be transferred from other institutions.

3. Two semesters' residence in a foreign country of the major language. This time should be spent in study in approved courses amounting to twelve hours a week (or twenty-four semester hours) of class exercises, or equivalent research. The work must be done according to a plan previously approved by the dean of the respective school, and the final results must be approved by him. Work done in a foreign country prior to the student's enrollment as a candidate for the D.M.L. cannot ordinarily be accepted, but because of the war, exceptional cases may be considered. Summer sessions may not be substituted for this requirement of two semesters' foreign residence.

4. A major language.

   a. A thorough knowledge of and the ability to use the spoken and written language, tested by an oral and written examination.

   b. A thorough study of and training in phonetics. Candidates will be required to do one summer's work in a phonetics laboratory, and to write a report on their research.

   c. A scientific study of modern methods of teaching foreign languages. Statements will be requested from superintendents of schools, heads of departments, and others as to the success of the candidate's teaching and his professional ability. No student will be granted the D.M.L. who cannot be unqualifiedly recommended as an experienced and successful teacher of the language.

   d. A knowledge of philology, and of the morphology of the language.

5. A final oral examination conducted entirely in the major language, before a board including native members of the faculty; this examination will cover all elements of the candidate's preparation.

6. A minor language (preferably a Romance Language). This will be tested by an oral and written examination. The candidate's knowledge of the language should be sufficient at least to teach successfully the intermediate courses in the language.

7. A reading knowledge of a third modern language. For majors in a Romance Language, German is recommended.

8. A dissertation in the major language. This dissertation, which should approximate 35,000 words, is intended to prove a thorough understanding of some subject, literary, phonetic, or pedagogical, which is worth a careful study. It must embody considerable

original work and reflection, must show a mastery of the field, clearness of thought and must be written in correct and easy style. The subject must be chosen and the preparation continued under the guidance of some member of the Middlebury faculty.

Offices The office of the President of the College is on the third floor of the Old Chapel. The office of the Director of the French School is in Forest Hall, and that of the Dean is in Le Château. The office of the Director of the Spanish School is in Painter Hall. The office of the Director of the Italian School is in Hillcrest. The offices of the Director and Dean of the German School are at the Bristol High School.

Living Accommodations At the Romance Language Schools on the Middlebury campus, students are accommodated in the college dormitories and board is provided in the college dining rooms. All rooms are completely furnished by the college; blankets, sheets and towels are supplied. Arrangements for personal laundry may be made after arrival, with the matrons of the halls of residence.

At the German School at Bristol, students are accommodated in private homes near the school; board is provided at the Bristol Inn, which is also the center of the school's social life. Rooms are completely furnished; bedding and linen are supplied.

Middlebury Horizon

Opening of the Session The Romance Language Schools at Middlebury will open the session of 1943 on Friday, July 2, and will continue until August 19th. August 16 and 17 will be taken for final examinations. Classes are conducted five days in the week. The houses of residence will open to receive students on Friday, July 2, and lunch will be served at 12.30 p. m. No guests can be received earlier. All houses will close after lunch, Thursday noon, August 19, and no guests can be accommodated after that time. On Sunday afternoon, July 4, at five o'clock, the formal opening of the schools will be held at Mead Memorial Chapel. The students of all the Romance Language Schools are requested to be present at these exercises.

The German School at Bristol will open its session on Monday, July 5, and will continue until August 19. The opening exercises will be held Monday evening, July 5. The houses of residence will be open to receive students on Monday, July 5, and the first meal will be served at 6:30 p. m. No guests can be received earlier except by special arrangement. All houses of residence will be closed after breakfast, Thursday, August 19, and no guests can be accommodated after that date.

Registration of Students It is important that immediately upon arrival students should consult the Director or Dean of their school in regard to the definite selection of courses. At the Romance Language Schools, the Deans will be at their respective offices from 9 a. m. to 12 m., and from 2 p. m. to 5 p. m. Friday and Saturday, July 2 and 3. The offices of the Secretary and the Treasurer will also be open on those days.

At the German School, the Director and Dean will be at the school library in the Bristol High School on Monday, July 5. After this consultation, the students should register with the Secretary of the Language Schools, and pay all bills at that time.

In all the schools, late registration after the first day of instruction will be accepted only on special permission secured in advance from the Dean, and will be subject to a fine.

For further information concerning arrival and registration, see pages 30-31, 45, 55, and 78-79.

Fees The following information about fees should be carefully noted:

French, Italian, and Spanish Schools. Rates in these schools vary according to the houses of residence and single or double occupancy of rooms. The inclusive fee for registration, tuition, board and room will be from $200 to $245. Nearly all the desirable single rooms may be secured at $225 or $235, while a number of comfortable double rooms are listed as low as $210.

German A uniform charge of $215 covers registration, tuition, board at the Bristol Inn and room for the period of the session. Rooms will be assigned in order of application, the most desirable rooms being given to those students who make early reservations.

Room Deposit Since accommodations are limited, it is advisable that room reservations be made as early as possible. Rooms will be held without charge prior to April 15, after which date a retaining fee of $10 is required. This fee will be credited on the student's account at the opening of the session when the balance of the account is payable. In case of cancellation before May 15, the fee will be refunded. In case of cancellation after June 15, the fee will be forfeited. Cancellations received after May 15 and up to June 15 will be credited to the student's account for the following year, *for one year only*. A fee carried over from the previous year is not subject to refund under any circumstances. Correspondence regarding room reservations may be addressed to the Secretary of the Language Schools.

Non-Resident Students The tuition fee for students rooming outside is $110. Such persons may be boarded in the dining halls, if there is place for them.

Visitors All courses are open to visiting at any time by students regularly enrolled in any of the Language Schools. Such visitors are not entitled to take part in the class discussions, nor to receive attention from the professor. Persons who are not members of these schools may enroll as visitors under the above conditions, on payment of a fee of $10.00 per week, with a maximum of $40.00 for four weeks or more. Visitors are also entitled to attend social events and evening entertainments. To enroll as a regular member of a course, a student must pay the full tuition charge.

Other Schools A student registered in one of the Language Schools may, on permission, enroll for credit in courses in another of the Language Schools, on payment of an extra fee of $10 per course. Such additional enrollments will be received at the end of the first week of classes. He may also be permitted to take part or all of his meals in the dining hall of another school if an exchange can be affected; such an arrangement must be requested during the registration period. See page 6.

Late Registration Fine Students registering after the first day of instruction will be required to pay a fine of $3.00 for the first day and $1.00 additional for each day during the first week of classes, after which no registrations will be accepted.

Transcript Fees An official transcript bearing the seal of Middlebury College will be issued without charge upon request to the College Registrar. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, and none to students who do not take the final examinations. A fee of $.50 is charged for each additional transcript, bearing one summer's credit. A fee of $1.00 is charged for transcripts covering credit of two or more summers.

Refunds Owing to fixed obligations for service, instruction, and maintenance, persons arriving late or leaving school before the close of the session, must not expect reimbursement of any charges for the unconsumed time. No allowances will be made for week-end absences.

Payments Students are urgently advised to avoid unnecessary delays and inconvenience by bringing all money for fees, board, and lodging, etc. in the form of money orders, express checks, or cashier's checks of an accredited bank. Checks should be made payable to Middlebury College.

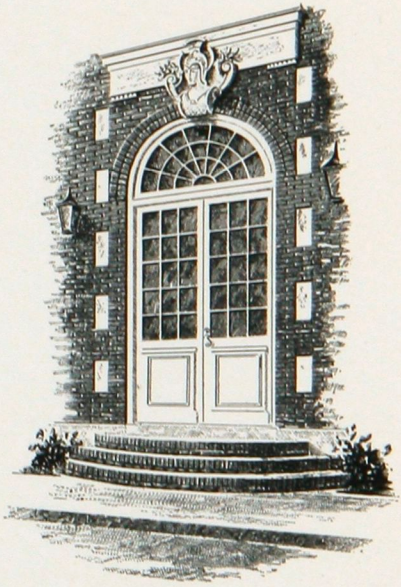
Self-Help For scholarships and opportunities for service, see pages 32, 45, 57, 79.

Student Mail In order to insure prompt delivery of their mail, students in the Romance Language Schools should have all letters and other mail matter addressed to the house of residence to which they are assigned. German School students should have mail sent in care of the German School, Bristol, Vt.

Railroad Routes Middlebury can be reached from New York City or Boston by the Rutland Railroad. Students leaving New York or Boston in the morning will arrive in the afternoon. Night sleepers leaving New York or Boston arrive in the morning. Students on the route of the Delaware and Hudson can make connections with the Rutland Railroad at Rutland, Vt. Students from the West reach Middlebury via the New York Central, changing at Albany, N. Y., for a bus to Troy, a terminal of the Rutland Railroad.

German School students should buy tickets and check baggage to New Haven, Vermont, the next stop north of Middlebury. Advance arrangements should be made with the dean of the school for transportation from New Haven to Bristol.

École Française



THE FRENCH SCHOOL

(From July 2 to August 19)

In these critical years of world-wide conflict, when human liberty and human culture are battling for their existence, the Middlebury French School considers that it has even more urgently than ever before the duty and the responsibility of "carrying on." Unless the facilities of Middlebury College are requisitioned by the government for a military training program, the French School will open its session as usual, maintaining as high as ever its standards of linguistic, humanistic, and cultural instruction. Now, and in the victorious peace to come, America needs to possess thoroughly its heritage of all that is best in the undying civilization of France.

Professor André Morize of Harvard University will again be in personal charge of the Session of 1943. His mature scholarship, his intimate knowledge of events in France up to the time of her defeat, and his vigorous personality will continue to enrich and stimulate the school. He will teach the course in *Advanced Stylistics*, which he gave so successfully some years ago; and the course in *Explications de Textes*, bringing emphasis to this important and valuable method of literary analysis.

The curriculum of the school has been constructively adapted to the war effort. Professor Vincent Guilloton will offer an outstanding new course on *France Between Two Wars, 1919–1939*, surveying the events that led up to the present conflict, and explaining the political, financial, and economic problems of those years. Mlle Leliepvre will give a parallel course on the *Novel between Two Wars*, studying through the contemporary novel the main trends of French thought from the literary point of view. Professor Bourcier will offer a new course on *French for War and Post-War Reconstruction* destined to give the necessary technical information and specialized vocabulary training. All three courses will make an admirable program for the preparation of military personnel, or of those who hope to participate in the post-war rehabilitation of France. In addition, the standard Red Cross course in First Aid will be given, in French, on a non-academic basis.

Two other new courses will complement each other. Professor Denkinger will offer a course in *Dramatic Readings*, designed to help a teacher conduct a reading class on a French play. Mme Perrot-Orangers will organize a course on *French Dramatics, Staging and Costumes*, which will assist a teacher in choosing and preparing a play for actual performance. Together, these two courses will be of great practical value to a teacher interested in French drama from the literary point of view, and in dramatics as a school activity.

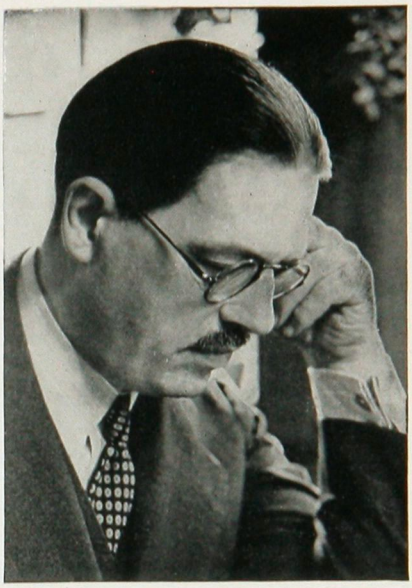
Other special features will be Professor Schinz's course on *Romanticism and Realism*, emphasizing the transitional years of 1830 to 1860; and Professor Bourcier's course, *Introduction to France*, which, as a substitute for a first trip to France, will provide the basic information for a better understanding of the land of France and its civilization.

We welcome the return of M. Delattre, from the summer of 1941.

FRENCH SCHOOL STAFF

Direction

ANDRÉ MORIZE, *Director.*



Agrégé de l'Université; Litt.D., Middlebury College, 1925; A.M., (Hon.), Harvard Univ., 1942; Officier de la Légion d'Honneur; former fellow of the École Normale Supérieure; Agrégé de l'Université, 1907; Professor, Lycée of Bordeaux, France, until 1913; Johns Hopkins University, Baltimore, 1913–14, Associate Professor of French Literature; served with the French Army, in an infantry regiment, as sergeant, lieutenant, and captain, 1914–17. In May, 1917, called to Harvard University as lecturer in Military Science and Tactics, and after the Armistice accepted a chair of French Literature in the same university. Was made a full professor in 1925, and chairman of the Department of History and Literature in 1931. September, 1939 to June, 1940, Directeur at the Commissariat, then Ministry of Information, Paris.

Author of: *L'Apologie du Luxe au XVIII^e siècle; Candide* (Société des textes français modernes); *Correspondance inédite de Montesquieu; Problems and Methods of Literary History*, Ginn & Co.; *France: Été 1940*, Maison de France, N. Y., (also translated into Spanish). *Devoirs d'aujourd'hui et Devoirs de demain*, Maison de France, N. Y. Has also contributed numerous articles to the *Revue d'histoire littéraire de la France, Revue du XVIII^e siècle, Revue de Philologie française, Education, French Review*, etc. In 1918, gave a course of lectures at the Lowell Institute in Boston, and has since lectured extensively from coast to coast.

VINCENT GUILLOTON, *Assistant Director.*

Ancien élève de l'École Normale Supérieure; Baccalauréat; Licence-ès-lettres; au front 1915–1918, une blessure, Croix de Guerre; Agrégé de l'Université, 1921. Member of the League of Nations Secretariat, Interpreting and Translating Section, 1920; Précis-Writer to the Advisory Jurists' Commission, The Hague, July, 1920; Associate Professor of French, University of Syracuse, 1921–23; Summer Session, Cornell, 1923; Associate Professor of French, Smith College, 1923–29; Professor, 1929—; Summer quarter, University of Chicago, 1929; Conférencier général de l'Alliance française, 1937–38; Middlebury French Summer School, 1932; Assistant Director, 1935, 1938, 1939, 1941—; Acting Director, 1937, 1940.

Author of articles in *Revue Anglo-Américaine; Modern Language Notes, The French Review; Smith College Studies in Modern Languages;* Article on France, in *National Encyclopedia Year Book.*

STEPHEN A. FREEMAN, *Dean.*

A.B., Harvard University, 1920; A.M., 1921; Ph.D., 1923; Phi Beta Kappa; American Field Service Fellowship, for study at Université de Lyon and Université de Paris, 1921–22; pilot and Lieut., (j.g.) Naval Aviation, 1917–18; Instructor, Brown University, 1923–25; Professor of French and Dean of the French School, Middlebury College, 1925—; Chairman, Administrative Committee, 1940–41, Acting President, 1942; Vice-President, 1943—; sometime Vice-President, New England Modern Language Association; Member of Executive Council, Am. Ass'n. of Teachers of French, 1937–40; President, 1940—; Sec'y-Treas. of Vermont Chapter; President, Phi Beta Kappa, Beta of Vermont; Modern Language Advisor for Ginn and Company, 1935–42.

Author of articles in *Education, School and Society, French Review, Modern Language Journal*, etc.

MME LUCIE GALL-BERNOT, *Assistant to the Director.*

Brevet supérieur, École Normale d'Orléans; International Guild, London; La Guilde Internationale, Paris; Teacher in England, private schools at Bournemouth and London; in France, Écoles Primaires Supérieures par délégation du Ministre de l'Instruction Publique; French School for Girls, New York; Mary C. Wheeler School, Providence, R.I.; Technical High School, Springfield, Mass.; Head of French Department, The Chapin School, New York City, 1926—; Middlebury French Summer School, 1926–27–28–29–31–32–33–35. Assistant to the Director, 1936—.

Instructing Staff

MME JACQUELINE BERTRAND.

Licence de phonétique, 1921; Professeur de phonétique et de français, Cours spéciaux pour les étudiants étrangers, Grenoble, 1921–30; Instructor in French, Dana Hall 1931–33; Instructor in French, Pine Manor Junior College, 1933–37; Instructor in French, St. Margaret's School, Conn., 1937–39; Instructor in French, The Spence School, 1939—; Middlebury French Summer School, 1935—.

CLAUDE BOURCIER.

Baccalauréat-ès-lettres, 1928; Élève de l'École Normale Supérieure, 1932–1935; Licence-ès-lettres, 1933; Diplôme d'études supérieures, 1934; Mémoire de diplôme, *Le Sentiment religieux et l'apport étranger dans les chants "spirituals" du nègre américain*; Agrégé des lettres, 1935; Instructor in French, University of Maine, 1935–1936; servi dans l'armée française, comme sous-lieutenant d'infanterie, 1936–37; Assoc. Prof., Middlebury College, 1937—; Middlebury French Summer School, 1936, 1938—.

ANTONY CONSTANS.

A.B. Grenoble, 1914; Croix de Guerre, "réformé définitif" for wounds, 1917; LL.B., 1918; Licencié-ès-lettres, 1919; Instructor in English and French, Lycée and Université de Grenoble, 1919; A. E. F. traveling fellow, U. of Chicago, 1919–20; Instructor in French, U. of Minnesota, 1920–23; Asst. Prof., Smith College, 1923–24; Instructor, Harvard, 1925–26; Ph.D., Harvard, 1926; Officier d'Académie; ΦBK; Instructor, Yale, 1926–28; Professor and Head of French and Italian, Birmingham-Southern College, 1928—; in charge of the Phonetics course, McGill French Summer

School, 1924–25–26; experimental work, 1934–35, in the phonetics laboratories of the Universities of Amsterdam, Bonn, Hamburg, Milan, and Paris; Certificat de prononciation and diplôme de phonétique, Institut de Phonétique, Paris; Middlebury French Summer School, 1927—.

Author of *Documents pour servir à l'histoire littéraire*, Paris, Champion, 1923 (in collaboration); also articles in *M. L. N.*, *P. M. L. A.*, *Mod. Lang. Rev. of England*, etc.

MRS. VIRGINIA DODD COOPER.

B.A., Wilson College, 1925; M.A., French Institute, Pennsylvania State College, 1931; Teacher of French, Belle Vernon High School, Belle Vernon, Pa., 1925–31; Teacher of French, Ferry Hall, Lake Forest, Ill., 1931–32; Instructor in French, Wilson College, 1932–38; Asst. Prof., 1938, 42—; in charge of Phonetics Center, Middlebury French Summer School, 1936—.

PIERRE C. DELATTRE.

Baccalauréat-ès-lettres, Université de Lyon et Université de Paris; Certificat d'Études supérieures (Phonétique), Sorbonne; Diplôme de Phonétique, Institut de Phonétique, Université de Paris; Ph.D., University of Michigan, 1936. Instructor, Wayne University, 1925–37; Asst. Prof., 1937–41; French Dept., University of Oklahoma, 1941—; Agent Consulaire de France à Détroit, 1929–30 et 1935–36; Associate Editor, *The French Review*, 1939—; Middlebury French Summer School, 1941, 1943.

Author of: *La durée des voyelles en français*, Vol. I: *Étude expérimentale sur la durée des E d'un Français*, Paris, *Bibliothèque du Français Moderne*, Éditions d'Artrey, 1940; "Durée consciente et durée inconsciente des voyelles," *The French Review*, Vol. 12; "L'accent final en français: accent d'intensité, accent de hauteur, accent de durée," *The French Review*, Vol. 12, 1938; "Tendances de coupe syllabique en français," *P. M. L. A.*, Vol. 55, 1940; and other articles.

MARC DENKINGER.

Maturité classique, Collège de Genève, 1914; Licencié-ès-lettres, Université de Genève, 1918; Modern Language Master, Westgate-on-Sea, Kent, England, 1920–21; Instructor, Brown University, 1922–23; A.M., Harvard, 1925; Instructor, Harvard, 1924–27; Instructor, M.I.T., 1926–27; Instructor, Yale, 1927–29; Ph.D., Harvard, 1928; Asst. Prof. of Romance Languages, University of Buffalo, 1929–34; Asst. Prof. of Romance Languages, University of Michigan, 1934—; Middlebury French Summer School, 1928–43.

Author of: *La Candidature de Sainte-Beuve à l'École Normale en 1834*. *Mod. Lang. Notes*, Nov., 1930, and Feb., 1931; *Rémy de Gourmont, critique*, *P. M. L. A.*, Dec., 1937.

MME MADELEINE GUILLOTON.

Baccalauréat-ès-lettres; Licence-ès-lettres, 1918; M.A., University of Syracuse, 1919. Assistant in French, Syracuse, 1919–20; Professeur à l'Alliance Française, Paris, Cours d'été, 1920–21; Instructor in French, Syracuse, 1921–23; Instructor in French, Smith College, 1923–25; Asst. Prof. 1925–31; Assoc. Prof., 1931—; Middlebury French Summer School 1932, 1935, 1937—.

MLLE MADELEINE LELIEPVRE.

Certificat d'aptitude à l'enseignement des lettres, Paris, 1914–15; Admissible, Agrégation d'histoire, Paris, 1916; Professeur de Collège, 1916–1924; École Normale

Supérieure de Sèvres, 1924–25; Agrégée des lettres, Paris, 1925; Professor, Lycée de Bordeaux since 1926. Fellow of the Laura Spelman Rockefeller Memorial, studying the education of women in the United States, 1925–26; Visiting Lecturer in French at Vassar College, 1929–30; 1936–40; Sarah Lawrence and Bennington Colleges, 1940–41; Head of French Dept., St. Lawrence University, 1941—; Middlebury French Summer School, 1930, 1931, 1937, 1939—.

EDMOND ALBERT MÉRAS.

College of the City of New York, A.B., 1917; Université de Toulouse, Licence-ès-lettres, 1922; Columbia University, M.A., 1924; New York University, Ph.D., 1937. Seaman, U.S.N.R., 1918. American Field Service Fellow to France, 1920–22; Professor of French, Adelphi College, 1925–33; Supervisor of Romance Languages, Townsend Harris Preparatory High School, 1933–42; French Dept., Exeter Academy, Exeter, N. H., 1942—; French Institute, Penn State College, Summers 1934, 35, 39; Secretary, A.A.T.F., 1927–30, Vice-President, 1933–35, President, 1938–39; Pres., Metropolitan Chapter, 1941–42; Associate Editor, *The French Review*, 1930—; Middlebury French Summer School, 1940—.

Author of: *French Composition for Colleges*, (with Shanks); *First French Composition*; *Eight French One-Act Plays*; Theuriet, *Mon Oncle Flo*; Racine, *Andromaque, Britannicus, and Phèdre* (with Lancaster); Erckmann-Chatrian, *Madame Thérèse*; *Ten Little French Plays* (with Célières); *France: Crossroads of Europe* (with Peck), *Contes Populaires* (with Célières), *Spain: In Europe and America* (with Peck); General Editor of Secondary School Texts in French for Harper and Brothers; Articles and bibliographies in *The French Review*, *Journal of Higher Education*, *Modern Language Journal*, *Education*.

MME RENÉE PERROT ORANGERS.

Maison d'Éducation de la Légion d'Honneur de Saint-Denis, 1913–20; Brevet élémentaire, Paris, 1918; Brevet de coupe de la Ville de Paris, 1918; Instructor in French, Tenacre, Wellesley, 1926–29; Rye Country Day School, Rye, N. Y., 1929–1932; The Chapin School, N. Y. C., 1933—; Middlebury French Summer School, 1928–37, 1939—.

M. S. PARGMENT.

Maturité classique, Académie de Kief. Diplôme d'Études universitaires, Université de Paris. Associate Professor of French and Chairman of the Committee on Elementary French and Composition, University of Michigan; Middlebury French Summer School, 1930—.

Author of: *Exercices Français*; *Cours préparatoire, Première partie, Deuxième partie*; *La France et les Français*; *Le Français oral*; *Exercices de composition et de grammaire*; *Lectures pour débutants*, *Coutumes françaises d'hier et d'aujourd'hui*; *Initiation à la langue française*; *Gens et choses de France*; *La deuxième étape en langue française*. Editor: *Contes de la Vieille France*; *Trente-trois contes et nouvelles*.

MLLE MAUD REY.

Brevet supérieur, Nantes; studied at the Sorbonne and Université Catholique, Paris. Head of the French Department, Baldwin School, Bryn Mawr, 1917–1920. Studied with Jacques Copeau, Directeur du Théâtre du Vieux-Colombier, and with Charles Dullin, Directeur du Théâtre de l'Atelier, Paris, 1921–1922. Lecturer and Dramatic Reader, 1922–26; Head of the French Department, Baldwin School, Bryn Mawr, 1927

—; Director of French Dramatics, Bryn Mawr College, 1930—; Lecturer in French Diction, Bryn Mawr College, 1934—; Middlebury French Summer School, 1935—.

ALBERT SCHINZ.

Lycée et Université de Neuchâtel; Licence-ès-lettres, 1889; études en Allemagne et en France; Ph.D., 1893. Officier d'Académie; Chevalier de la Légion d'Honneur; L.H.D., Litt. D.; Instructor, Assistant Professor, Professor, Bryn Mawr College, 1901–1913; Professor, Smith College, 1913–1928; Professor, University of Pennsylvania, 1928–1940; Summer Schools, Universities of California, Chicago, Michigan, Columbia, Harvard. Visiting Professor, Johns Hopkins, Columbia, Indiana, Texas; Middlebury French Summer School, 1937, 39—.

Author of: *Jean-Jacques Rousseau, a Forerunner of Pragmatism*, 1909; *Anti-pragmatisme: examen des droits respectifs de l'aristocratie intellectuelle et de la démocratie sociale*, Paris, 1909; *French Literature of the Great War*, N. Y. and London, 1919; *La Pensée religieuse de Rousseau et ses récents interprètes*, Paris, 1927; *La Pensée de Rousseau*, Paris, 1929; *État présent des études sur J. J. Rousseau*, P.M.L.A., 1941. Textbooks: *Vie et Écrits de J. J. Rousseau; Selected Poems by Victor Hugo; Seventeenth, Eighteenth, Nineteenth Century French Readings*, etc.

Nombreux articles dans des revues et périodiques en France et en Amérique.

PIERRE THOMAS.

Baccalauréat, 1917, Académie de Lille, Diplôme d'ingénieur de l'École Centrale des Arts et Manufactures, Paris, 1924; Graduate Fellow, French Department, Middlebury College, 1927–28; Instructor in French, University of Oregon, 1928–29; Instructor in French, The Arizona Desert School, Tucson, Arizona, 1929–42; Asst. Prof., French Dept., Cornell Univ., 1942—; Middlebury French Summer School, 1927—.

MME ALICE WILLIAMSON DE VISME.

Officier d'Académie; Chevalier du Nichan Iftikhar; Instructor at the École du Château de Soisy, France, 1913–19; at Middlebury College, French School, 1920–24; at the French Institute of Pennsylvania State College, Pennsylvania, 1924–26; Associate Professor, New Jersey College for Women, New Brunswick, New Jersey, 1927—; Vice-Présidente de l'Alliance Française de New Brunswick; Middlebury French Summer School, 1920–24; 1928—.

Administrative Staff and Auxiliary Personnel

Miss Lota Curtiss, A.M., Yale Univ.; Organist and Chimer.
Miss Marian Gates, A.B., Hood College; Secretary to the Director.
Miss Natalie Swift, A.M., Middlebury College; Assistant in Phonetics.
Miss Eleanor Wieland, A.B., Middlebury College; Secretary to the Dean.

EVENING LECTURES

On Tuesday evenings, there will be a series of lectures on various aspects of French life and culture. All members of the school are urged to attend these lectures.

Tuesday at 8 p. m. M. Morize and others.

French School Faculty and Staff of 1942

First Row: (*Left to Right*) Mme Guilloton, M. Mayer, Mme Gall-Bernot, M. Morize, Mme Mayer, Mr. Freeman, Mme Bertrand, M. Guilloton.

Second Row: Miss Crandall, Mme Orangers, Mme Tourtebatte, Mlle Rey, Mme Averino, Mlle de Manziarly, Mlle Leliepvre, Miss O'Brien, Mlle Soubigou, M. Schinz.

Third Row: M. Bourcier, M. Fedorowski, M. de Noue, Mlle Brée, Miss Curtiss, Miss Swift, Miss Douglass, Mrs. Cooper, Mrs. Waldron, Mme de Visme, M. Méras, Miss Gates, Miss Gilbert, M. Le Roy.

Back Row: M. Ranty, Mr. Harvey, Mr. Sprague, M. Pargment, Mlle Binand, Mr. Locke, M. Denkinger, M. Thomas.

DAILY COURSES

A. Language

Directeur d'études, M. Morize.

11. ADVANCED FRENCH STYLISTICS.

The purpose of this course is to enable advanced students to acquire a finer feeling for French style, a sense for shades of expression, a complete mastery of certain difficulties which more elementary courses do not discuss. It combines theoretical lessons in stylistics with advanced exercises in translation. Individual conferences. The course will be strictly limited to twenty students.

Daily at 8:00. M. Morize.

12. ADVANCED COMPOSITION.

This course, less advanced than Course 11 and with more emphasis laid on grammar, is intended especially for students who, having a good general knowledge of French, have not yet mastered certain peculiarities of grammar, and other difficulties of the written language. The method comprises (1) the translation from English into French of texts of increasing difficulty; (2) class discussion of this translation; (3) the study of a certain number of important points of grammar. Students will be required to hand in at least two written exercises a week. Each section will be limited to twenty students.

Note: A written test will be given at the first meeting of this course. According to the preparation and ability indicated by this test, students will be assigned to this course, or to Course 11 or 13.

Sect. I at 8:00. MME GALL-BERNOT.
Sect. II at 9:00. MME GALL-BERNOT.

13. COMPOSITION AND ADVANCED GRAMMAR.

This course pursues two general objectives: 1. It aims to strengthen the background and broaden the range of the American teacher of French grammar and composition; 2. It seeks to train the students in the use of correct, idiomatic French. The work is theoretical and practical. Theoretical grammar is reviewed in the light of actual usage, and the traditional treatment of it in text-books and in the classroom is scrutinized, revaluated, and brought in closer contact with actual linguistic facts. Abundant practice is provided in writing idiomatic French and in the practical application of grammatical principles.

Note: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 12 or 14.

Sect. I at 8.00. M. PARGMENT.
Sect. II at 9.00. M. PARGMENT.

14. INTERMEDIATE COMPOSITION AND REVIEW GRAMMAR.

A thorough review of French syntax and analysis of its essential difficulties; direct method exercises, constant oral and written practice. The course is intended for students who have only an incomplete mastery of the language; it aims to impart a reasonable degree of proficiency in the use of written French, and a systematic review and application of the fundamental principles of grammar.

Note: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 13.

(This course does not count toward the M.A. degree.)

Daily at 10.00. INSTRUCTOR.

15. (FREE COMPOSITION.)

Omitted in 1943.

A. BEGINNERS' COURSE.

The fundamentals of French grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

This course is open only to students in the other Middlebury schools who wish to begin the study of French. *It is not open to members of the French School, and will not count for graduate credit.* (See page 6).

Hours to be arranged.

B. Phonetics and Diction

Directeur d'études, M. CONSTANS

21. (LABORATORY COURSE IN EXPERIMENTAL PHONETICS.)

Omitted in 1943.

22. ADVANCED PHONETICS.

This course is designed for students who already have a good knowledge of phonetics, and whose French pronunciation is found sufficiently correct. The method is scientific, and at the same time simple and practical. References to the scientific theory of phonetics will be made in connection with its practical application. The aim of the course is to teach students the pronunciation accepted among cultivated French people, to improve their individual pronunciation, and to give them a practical method of teaching phonetics to their own pupils. Phonographs and discs will be frequently used in this course.

Sect. I at 9.00. M. DELATTRE.
Sect. II at 10.00. M. DELATTRE.

23. INTERMEDIATE PHONETICS.

A continued study of practical phonetics, with its application to personal pronunciation. Correct formation of French sounds. Sounds in isolation and combination. Oral exercises and ear training. Phonographs and discs will be used.

Sect. I at 8.00. MME BERTRAND.
Sect. II at 9.00. MME BERTRAND.

24. ELEMENTARY PHONETICS.

The beginnings of a scientific training in French pronunciation, based on phonetics. Methodical comparison of English and French sounds. This course is intended for students who have never studied phonetics, and for those who have never attacked the problem of their own pronunciation in a scientific manner. Intensive oral and ear training.

Sect. I at 10.00. M. CONSTANS.
Sect. II at 11.00. M. CONSTANS.
Sect. III at 12.00. M. CONSTANS.

25. DICTION, INTONATION, ELOCUTION.

This course is of capital importance to complete the work done in phonetics. Its essential aim is to correct the mistakes in French intonation so frequent among Anglo-Saxons, and to acquire, not an artificial pronunciation, but the expressive and musical shading for French diction, used in ordinary conversation as well as in reading or speaking in public. Phonographs and discs will be frequently used, as well as the recording phonograph and dictaphone, enabling students to analyze and correct their own diction. The work will be essentially "personal" and systematic. Placement tests will be given at the beginning, and the number of students in each section will be limited to fifteen.

Sect. I at 10.00. MLLE REY.
Sect. II at 11.00. MLLE REY.

Note: All students in the school, and especially those in the phonetics department are urged to make the largest possible use of the Phonetics Center. A new recording machine of extraordinary fidelity, the Soundmiror, has been added to the equipment of the Center. The phonetics instructors will hold regular consultation hours at the Center to assist students with their pronunciation problems, and to criticize their recordings.

C. Methods and Professional Training

Directeur d'études, M. MÉRAS

31. THE TEACHING OF MODERN FOREIGN LANGUAGES: PROBLEMS AND METHODS.

This course is designed for teachers who have had an elementary methods course. Among the topics to be considered are: the place of modern foreign languages in the curriculum, the history of modern foreign language teaching in the United States; aims and objectives; analysis of methods; course-content; representative syllabi; prognosis and achievement tests; word-frequency and syntax counts; recent trends in textbooks and other materials; criteria for the selection of textbooks; supplementary aids and devices; the modern foreign languages as a social study; the general language course; the civilization course; the obligations and responsibilities of the modern foreign language teacher; professional ideals. Readings, reports, panel discussions.

Texts: Cole-Tharp, *Modern Foreign Languages and Their Teaching*. Appleton-Century; Hagboldt, *Language Learning*, University of Chicago Press. Library reading of selected references.

Daily at 2.00. M. MÉRAS.

32. INTRODUCTION TO THE TEACHING OF FRENCH.

This course is designed for persons who have not taught French or who have not had a methods course in the subject. An examination of values, objectives, and actual results of the study of French for the pupil in American secondary schools. Introduction to the literature of methodology. Demonstration of methods. Investigation of the psychology of language learning. Study of problems and practical exercises in the presentation, learning, and testing of vocabulary, pronunciation, and grammar. Relation of oral work, reading for inference, composition, etc. to development of comprehension and reading power. Selection of textbooks and source materials. Readings, discussions, class reports, and demonstrations.

Text: Baker, F. M., *The Teaching of French*, Houghton-Mifflin. Assigned readings. Students are also requested to bring copies of the textbooks they are using in teaching.

Daily at 11.00. M. MÉRAS.

Note: M. Méras will also hold private consultation hours for all members of the school. Students are urged to avail themselves of this opportunity, even if they are not enrolled in the courses in methods.

33. (FRENCH CLUB ACTIVITIES.)

Omitted in 1943.

34. FRENCH DRAMATICS, STAGING AND COSTUMES.

The purpose of the course is primarily a survey of the resources available for French dramatics in schools and colleges. A very complete collection of usable French plays will be examined, from the points of view of their suitability to particular circumstances and needs, their interest, cultural or informational value, degree of difficulty, etc. Clear and practical instructions will be given about staging, properties, lighting, and the making of simple period or provincial costumes. Demonstrations will be given in the classroom and on the school stage.

Daily at 10.00. MME ORANGERS, assisted by other members of the staff.

35. (THE WORKSHOP.)

Omitted in 1943.

36. (CULTURAL CORRELATION.)

Omitted in 1943.

Note: This department also offers to all students in the school the facilities of the Realia Collections in Pearsons Hall. Documentary and teaching material of all kinds is gathered here, together with extensive files of suggestions and sources. Students are urged to consult Mme Orangers, in charge of the collections, about their special needs.

D. Literature and Civilization

Directeur d'études, M. Morize

41. FRANCE BETWEEN TWO WARS: 1919–1939.

The purpose of this course is to give the student a survey of the events which led France from Clemenceau and Poincaré to Blum and Daladier, from the *Chambre bleu-horizon* to the *Front Populaire*, from the Peace of Versailles to the outbreak of World War II. The topics discussed will include problems of internal and foreign policy: the financial, social, and economic difficulties of the Third Republic—the interplay of world events and home politics—the conflict between the old parties and the new ideologies, etc. This study will enable the student to get a clearer understanding of the situation now developing in France and her empire. It will thus furnish informational background strongly recommended for military personnel and for those interested in post-war reconstruction.

Daily at 11.00. M. Guilloton.

47. INTRODUCTION TO FRANCE.

To students who are unfamiliar with France and who cannot at present acquire a personal knowledge of it by travel, this course will offer the opportunity to discover France for themselves. The course will group the essential information of a geographical, social, historical, sociological, and cultural nature, and organize it for a general understanding of the land of France and its civilization.

Daily at 11.00. M. Bourcier.

51. THE FRENCH NOVEL BETWEEN THE TWO WARS.

A careful study and critical discussion of the major trends and outstanding examples of the contemporary French novel between 1919 and 1939. The authors studied will include Mauriac, Duhamel, Romains, Malraux, Giraudoux, and Martin du Gard. An attempt will be made to see in the novel an expression of social and political thinking; and it will form a perfect complement to Course 41. Lectures, collateral readings, and class discussions.

Daily at 12.00. Mlle Leliepvre.

52. DRAMATIC READINGS.

The purpose of the course is to study from both a literary and a pedagogical standpoint certain plays which are often read in French classes. Typical works of Corneille, Racine, Molière, Beaumarchais, Hugo, Dumas, Rostand, etc., will be studied in relation to their historical, social, and literary background; and their cultural and human

value will be emphasized. Possible classroom procedures will be suggested. The class will be helpful to students interested in dramatics, and can be taken very profitably in conjunction with Course 34.

Daily at 12.00. M. Denkinger.

55. ROMANTICISM AND REALISM.

A survey of the capital period, 1830–1860, including a study of the second period of Romanticism, and the beginnings of Realism. Much attention will be paid to the interrelation of literature and the history of events and ideas. Hugo, Gautier, Mérimée, Stendhal, Balzac, Flaubert, will be read and discussed.

Daily at 10.00. M. Schinz.

56. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY.

An historical and critical survey of French thought as reflected in French literature from the death of Louis XIV (1715) to the beginning of the French Revolution. A study of the ideas that are carried over from the XVIIth century, of ideas that undergo a transformation, of new ideas—as expressed in society (salons, press, cosmopolitanism, etc.), on the stage, in the novel. Particular attention will be devoted to Montesquieu, the Encyclopedists, Voltaire, and Rousseau. Lectures, collateral reading, discussions, explications de textes.

For historical and social background, students are referred to Stryienski, *Le XVIII^e Siècle* (Hachette), and to L. Ducros, *La Société française au XVIII^e Siècle* (Hatier). For general history of literature: Des Granges or Bédier et Hazard. Texts studied in class will be found in Schinz, *Eighteenth Century French Readings* (Holt). Students intending to take this course are invited to acquaint themselves in advance with these works.

Daily at 12.00. M. Schinz.

57. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY.

Lectures, short tests on essential historical and biographical data, readings. Aids to study (mimeographed sheets, classical texts, documentary illustrations, etc.) will be supplied at various times. Students should own a good manual of French literature, preferably Lanson et Tuffrau, *Manuel ill.* (Hachette). The anthology to be used is Peyre and Grant, *Seventeenth Century French Prose and Poetry*, (Heath). The course is designed to give the student a broad understanding of the unfolding of the classical school, full attention being given to other great writers besides the dramatists (Descartes, Pascal, etc.) Collateral readings, class discussion, lectures.

Daily at 11.00. M. Denkinger.

61. (OLD FRENCH.)

Omitted in 1943.

63. EXPLICATIONS DE TEXTES.

Practical direction and help in the reading and the interpretation of French authors, according to a method extensively used in French universities. Demonstrations and criticisms by the instructor, written preparation and oral practice by the students. Short passages from representative authors will be chosen for detailed analysis. The course will also be valuable for a review of the main currents of French literature.

Daily at 9.00. M. Morize.

64. (TEXTBOOK READING FOR TEACHERS.)

Omitted in 1943.

Note: All students, especially doctorate candidates, who are working on a problem of literary research or any other academic project, should not fail to profit by the individual guidance offered by the school staff. Personal interviews and consultations will be arranged with members of the staff who specialize in the same field.

E. Oral Practice

Directeur d'études, M. THOMAS

70. FRENCH FOR WAR AND POST-WAR RECONSTRUCTION.

It is becoming increasingly evident that French is an essential tool for the military prosecution of the war, and will also be indispensable in the work of material and spiritual rehabilitation of post-war Europe. To all those who wish to prepare themselves to participate in either activity, this course will offer the basic background knowledge, the essential technical information, and training in specialized vocabulary, together with practice in utilizing all this material through class discussions and other practical exercises.

Daily at 9.00. M. BOURCIER.

74. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Carefully selected groups, limited to ten students, for intensive training in French oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

This course is required for the Master's degree. Students may enroll on approval for the first week. At the end of the week, students will be assigned to the proper section of this course, or to Course 75.

Sect. I at 9.00. MME GUILLOTON.
Sect. II at 10.00. MME GUILLOTON.

75. CONVERSATION AND VOCABULARY.

This course is intended for students who can understand French readily, but who speak it hesitatingly and who need to develop fluency and confidence in the spoken language, by a systematic method. The effective two-hour plan will again be used. The entire group of students enrolled in all the sections will meet each morning under the instruction of M. Thomas. A thorough study of the material to be used in the conversation sections for the day will be made: words, their correct pronunciation, their exact meaning, their "family," synonyms with various shades of meaning; idiomatic uses, suggestions for discussions, etc. After this general meeting, the students will meet in small sections, of eight or ten, and the entire hour will be devoted to actual conversation by the students. (This course does not count toward the M.A. degree.)

General meeting daily at 8.00; attendance required of all students enrolled in the course.

Sect. I at 9.00. M. THOMAS.
Sect. II at 12.00. MME ORANGERS.
Sect. III at 10.00. M. THOMAS.
Sect. IV at 11.00. MME DE VISME.

76. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who have a good knowledge of written French, but have had little or no opportunity to hear the language and to speak it. Those whose preparation has been chiefly by the "reading method" will be assisted in changing their vocabulary from a "passive" to an "active" one. The class work will comprise constant repetition of the elements of everyday speech; drill in the systematic increase of oral vocabulary; and the development of self-confidence in expressing ideas in a foreign language. The course is introductory to Course 75, and students may be assigned to either one according to their ability. (This course does not count toward the M.A. degree.)

Daily at 12.00. MME DE VISME.

Credits Two credits will be allowed for each course, unless otherwise indicated. All courses count toward the Bachelor's degree, and all except Courses A, 14, 75, and 76 count for the Master's degree. (The courses which do not count for the M.A. are: Beginners' Course, Intermediate Composition, Conversation and Vocabulary, and Elements of Oral Practice.)

Courses 11 and 12, in Advanced Composition and Stylistics, may with the consent of the Dean be taken a second summer for credit, since the material of the course is varied each year.

Course Requirements for the M.A. All candidates for the Master's degree are required to pass, before the completion of their work, an advanced course in each of the following subjects: Stylistics, Phonetics, Methods, Literature, and Oral Practice. Courses 12, 23, 31, 74, and any courses in Group D other than 47 satisfy these requirements. Students who have transferred credit for an equivalent course taken elsewhere may request release from the requirement.

Fees For complete information concerning fees, rules governing visitors and special registration, reservations, etc., see pages 10 to 12.

Realia Collections A unique and valuable collection of illustrative material has been assembled at the school, and is on display at Pearsons Hall. Provincial costumes, small models of regional houses and furniture, dressed dolls, santons, Guignol accessories, shelves of books for children, illustrated magazines, language games of all sorts, railway posters, postcards and photographs of all parts of France, decorations for classrooms, and extensive files of suggested realia and sources for obtaining it—all these may be examined and consulted by students at any time.

French Libraries The French Libraries, in the College Library and in the Château, contain over 8,500 volumes, dealing with the French language, literature, history, and civilization. They include recent publica-

tions of note in fiction, poetry, and drama; and were enriched in 1938 by a very generous gift from the French government. The collections on the subjects of realia, art, and teaching methods are noteworthy.

Phonetics Center The scientific equipment for the study of pronunciation is assembled in a coordinated unit on the ground floor of Pearsons, and is known as the Phonetics Center. Students will find there the recording phonograph, the Soundmiror for magnetic recording on copper tape, dictaphones for temporary recording on wax cylinders, individual booths with electric phonographs equipped with ear-phones, and a large collection of commercial phonograph records of French speech. Two assistants will be in charge of this equipment, and will be on duty during all class and study periods to aid students in their work. Regular consultations will also be arranged with members of the phonetics staff, for individual coaching, and correction of recordings.

Books During the session there are two bookstores for the French School. The College Bookstore, on the ground floor of Painter Hall, carries class textbooks, dictionaries, and school editions printed in this country. The French Bookstore attempts to reproduce for the student a bookshop in Paris, handling French texts and reference works, but specializing in modern literature. In spite of the war, this bookstore is able to offer a good variety of recent French works, fiction, poetry, etc., at reasonable prices.

Other Equipment All the teaching equipment of the school is exceptionally complete. In addition to the Phonetics Center and the Realia Collections, the school is well supplied with wall maps, charts, stereopticon and opaque projectors, silent and sound moving picture projectors, etc. A large collection of slides on French geography, the history of French art and period styles was secured through the cooperation of the Ministère des Affaires Étrangères and M. Robert-Rey, Inspecteur général des Beaux-Arts. Extensive use is made of mimeographed material at the school, each class being supplied with full outlines, schedules, and special exercises at very small cost.

Picnic Supper

LIFE IN THE SCHOOL

Use of French *No student will be admitted to the school unless he is able and willing to use only French, during the seven weeks of the session, even in the individual dormitory rooms.* At the opening of the school, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to dismiss from the school students who willfully break this rule. (See pages 5–6.)

Dormitory Life All the dormitories of the school are in fact French Houses, since French is the only language used. Each dormitory is under the supervision of the Dean, through his agents appointed by the College, and they are responsible to him for the discipline in the building.

In addition, provision is made for further development of the social life in each house by the appointment of hostesses. They will assist in fostering the spirit of informal friendliness between students.

There is a graduate nurse in residence on the campus, within the reach of every student. The students may feel that they are amply protected in case of any emergency.

Forest Hall One of the newest and finest dormitories on the campus is Forest Hall. It is built of native stone in colonial style; all rooms are single, with washroom between every two rooms. There are reception rooms, parlors, and dining rooms, accommodating all the students living in the building. The office of M. Morize, as well as the faculty club room, is also located here.

Le Château The Château is one of the most striking features enjoyed by the French School, and is a picturesque expression of the French atmosphere. The architecture of the Château is inspired by the Pavillon Henri IV of the Palace of Fontainebleau. The edifice is typically French inside and out. The large salon is attractively furnished in the period of the early eighteenth century. The Château also contains the tasteful salon of the faculty, two classrooms, a library, and the offices of the Dean.

Other dormitories which may be assigned to the French School are Pearsons Hall, Battell Cottage, and Hillside Cottage.

Dining Halls The dining halls in Forest Hall and in the Château will probably be available to the French School. The students gather at tables for seven or nine, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule, enabling all to get better acquainted. The table offers excellent opportunity for French conversation. Different viewpoints with a common purpose stimulate all students to participate actively in the discussions.

Entertainments The Thursday evening dramatic entertainments will be an important feature of the school life. Under the direction of Mlle Leliepvre, groups of faculty and students will present a varied program of plays. Community singing of folk songs will continue to be an important part of these Thursday evening meetings. *Chantons un peu*, by R. M. Conniston, (Odyssey Press), will be used; students should bring their own copy.

There will be lectures on Tuesday evenings by M. Morize and others, on subjects drawn from various phases of French life and culture. A program of special lectures is also being arranged. There will be concerts of chamber music on Sunday evenings.

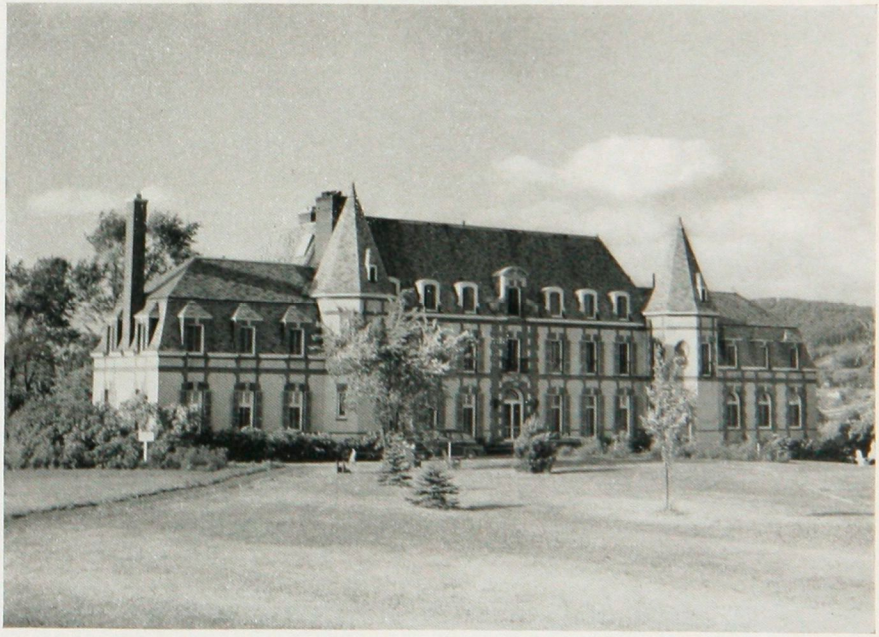
Chapel Services Chapel services in French will be held, as in the past, every Sunday morning at eleven o'clock in the Mead Memorial Chapel. These services are not obligatory but all persons interested in French are invited to attend. Short organ recitals and auditions of religious music are given. The large vested choir will continue to be a feature of the chapel services.

Arrival Beginning Friday morning, July 2, students will be met at the train by a representative of the French School, who will direct them to taxis and assist them with arrangements for luggage. As soon as possible, students should report to the Dean to register for their courses, and to receive other information. (See also page 10.)

The first official assembly of the French School will be held on Sunday evening, July 4, at 8:00. All students are required to attend. Classes begin at eight o'clock Monday morning, July 5.

Consultations During the session, M. Morize, as Director, desires to put himself entirely at the disposal of the students. He will hold regular consultation hours at his office in Forest Hall. M. Guilloton, Assistant Director, and Mme Gall-Bernot, Assistant to the Director, will also aid with student interviews; they may be consulted in adjoining offices in Forest Hall. The Dean, Mr. Freeman, may be consulted at the Château Office daily from 9:00 to 1:00, and from 2:00 to 3:30, on all matters concerning courses, schedules, credits, etc.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the school should be addressed to Prof. Stephen A. Freeman, Dean of the French School, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms and fees may be addressed to the Office of the Language Schools, Middlebury College; concerning transcripts, to the College Registrar.



Le Château

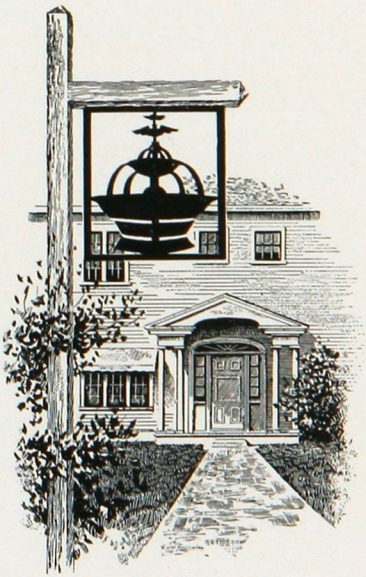
Winter Session The attention of teachers is called to the fact that the Middlebury French School is in operation throughout the year. Students may enter in July, November, or March. This school offers unusual advantages to those desirous of perfecting themselves in the French language and literature. The rule of speaking only French is maintained throughout the school year. The winter faculty is almost entirely native French. Regular and special courses are offered, counting toward the Master's degree. The school cooperates actively with its graduates in their search for positions. Professor Freeman will be glad to discuss possibilities of study with anyone interested.

Scholarships For the summer of 1943, twenty scholarships of fifty dollars each are available for students who must have financial help in order to attend the school. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean, and must be filed before May 1. The awards will be announced before May 15.

Two of the above scholarships are made possible through the generosity of Mrs. James Richardson of Providence, R. I., who has established a fund known as the James Richardson Scholarships. Grateful acknowledgment is also made of a special scholarship established by the *Diplômés de 1942*; another by the Amicale of Chicago; and four more by friends of the school.

Self Help Another important way in which students may assist in defraying their expenses is by waiting on table in the French dining halls. The waiters and waitresses are students of the school, who are able to use French exclusively in the dining halls. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $125. Those interested should write to Miss Mary C. Dutton, Dietitian, Middlebury College, for application blanks.

Deutsche Sommerschule

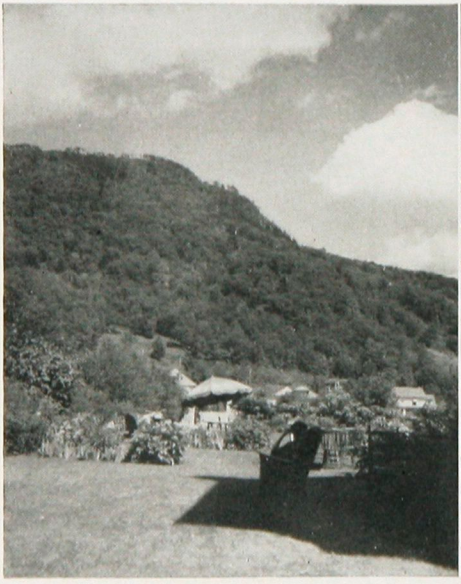


THE GERMAN SCHOOL

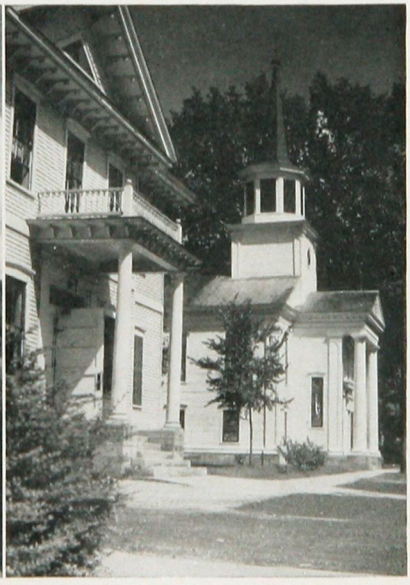
(From July 5 to August 19)

The Middlebury German School is the forerunner of all the Middlebury Language Schools which were modelled after the "Middlebury Idea." It was founded in 1915 on the initiative of Miss Marian P. Whitney, former head of the German Department of Vassar College, and of Miss Lilian L. Stroebe of Vassar who was its director until 1918. When the school reopened in 1931, Professor Ernst Feise of Johns Hopkins University was appointed Director and the School was removed to the neighboring village of Bristol in accordance with the two leading principles of the Middlebury Summer Schools, isolation and concentration.

The Idea This segregation seemed necessary if students were to concentrate all their efforts upon one language alone; for, remote from the contact with the other foreign languages and not distracted by the life of a larger English-speaking community around them, they may merge into the intimate circle in which German is their sole medium of communication.

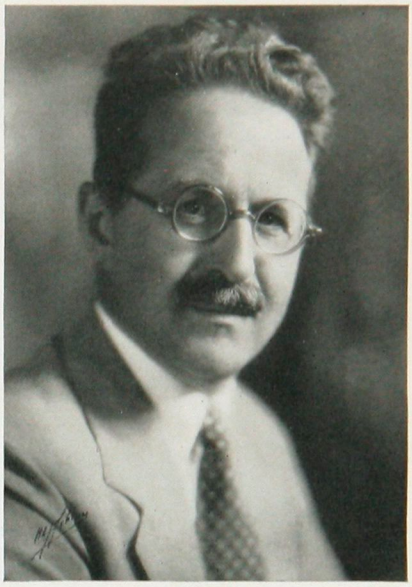


Behind—The Mountains



In Front—The Village Square

GERMAN SCHOOL STAFF



ERNST FEISE, *Director.*

Universities of Berlin, München, and Leipzig, 1902-1908; Ph.D. Leipzig, 1908. University of Wisconsin: Instructor to Associate Professor, 1908-17; Oberlehrer at the Collegio Aleman, Mexico City, 1920-23. Inspector of English in the Mexican Schools, 1923. The Ohio State University: Assistant Professor of German, 1924-27. The Johns Hopkins University: Associate Professor of German 1927-28, Professor of German, since 1928. National President AATG, 1939, 1940. The Middlebury College School of German, since 1931.

Publications: Die Leiden des jungen Werthers von Johann Wolfgang Goethe, Oxford University Press, 1914; Goethe's Hermann und Dorothea, Scribner's, 1917; Hauptmann's Einsame Menschen (with M. G. Evans), Henry Holt and Co., 1930; articles in Germanic Review, Modern Language Notes, Monatshefte für deutschen Unterricht, and other periodicals. Advisory Editor Modern Language Notes; Editorial Board, Monatshefte für deutschen Unterricht. General Editor Gateway Books, W. W. Norton, Inc.

WERNER NEUSE, *Dean.*

Universities of Berlin (1918-23) and Giessen (1929-30); Teachers' College Columbia University, 1928-29. Ph.D. Giessen, 1930. Studienreferendar and Studienassessor at various schools in Berlin, 1923-27. University of Wisconsin, Instructor in German, 1927-28; Hunter College, Instructor in German, 1928-29; Studienrat, Berlin-Neukölln, 1930; University of Wisconsin, Instructor in German, 1930-31. New York University, Instructor, 1931-32. Middlebury College, Associate Professor, 1932-1942, Professor, since 1942. The Middlebury College School of German since 1931.

Publications: Friedrich Schnack: Klick aus dem Spielzeugladen, Henry Holt and Co., 1935; Wege zur deutschen Kultur, J. B. Lippincott Company, 1937; Vom Bild zum Wort, J. B. Lippincott Company, 1938; Kleine Deutsche Realienkunde, Publications of the Interscholastic Federation, 1940; Heitere Geschichten, W. W. Norton, 1940; articles in various journals.

WILHELM RICHARD GAEDE.

Universities of Marburg, Montpellier (France), and Münster, 1909-14; Ph.D. Münster, 1913; Studienassessor in German schools, 1914-19; director of various educational institutions in Prussia, 1920-1929; Ministerialrat in the Prussian Kultusministerium, Berlin 1929-1933. Brooklyn College: Instructor, 1933-5; Swarthmore

German School, 1942

College: Assistant Professor, 1935-36; Brooklyn College: Associate Professor 1937-38, Professor of German, since 1939. The Middlebury School of German, 1935-39, 1942.

Publications: Die Beziehungen zwischen Chrétien de Troyes und Hartmann von Aue, Münster, 1913. Joh. Schulze als Begründer des humanistischen Gymnasiums zu Hanau, Hanau 1929. Wesen und Wege der Schulreform, Berlin 1930 (in cooperation). Die Schulordnung für die öffentlichen höheren und mittleren Schulen Preussens, Berlin 1932. Articles in various periodicals. Editor: Zeitschrift für französischen und englischen Unterricht, Berlin 1930-33. Ecrivains d'Hier et d'Aujourd'hui, Weidmann, Berlin 1930-33. Co-editor of Germany Past and Present, a series of cultural readers, The Cordon Co.; Associate Editor of The German Quarterly, 1941-42.

FRIEDRICH WILHELM KAUFMANN.

Universities of Bonn and Freiburg, 1910-14; University of Chicago, 1925-26; Ph.D. University of Chicago, 1926; Studienreferendar at the Oberrealschule in Köln, 1919-20; Studienassessor in Rheinbach. Elmhurst Academy, Elmhurst, Ill., Instructor to Professor 1924-29. Smith College, Assistant and Associate Professor, 1929-35. Oberlin College, Professor of German, since 1935. Hunter College Summer School, 1930. The Middlebury School of German, 1931–41.

Publications: Hagboldt and Kaufmann, A Modern German Grammar, 1927; Inductive Readings in German I, 1927; Deutsch für Anfänger, 1930; Kaufmann and Balduf, Inductive Readings in German III, 1929; Kaufmann, A Brief Course in German, all at The Heath Chicago German Series; K. H. Waggerl: Brot, Gateway Books, W. W. Norton, 1935; Müller-Partenkirchen; So ist das Leben, 1935, D. C. Heath; German Dramatists of the Nineteenth Century, Lymanhouse, 1940; Schiller, Poet of Philosophical Idealism, The Academy Press, Oberlin, Ohio, 1942. Articles in The German Quarterly, The Germanic Review, and Monatshefte für deutschen Unterricht. Contributing Editor, Books Abroad.

ARNO C. SCHIROKAUER.

Universities of Berlin, Halle, München, 1918-1921; Ph.D. München, 1921. Research Assistant: University of München, 1921-23; Research Assistant: Bavarian Academy of Sciences, 1923-24. Assistant Librarian, Deutsche Bücherei in Leipzig, 1925-28. Lecturer at the Volksakademie, Leipzig, 1929-33. Assistant Professor of German, Southwestern, 1939-41. Research Fellow, Yale University, 1941-42. The Middlebury German School, 1942.

Publications: Mittelhochdeutsche Reimgrammatik, Preisschrift der Universität München, 1923. Expressionismus der Lyrik in Weltliteratur der Gegenwart, vol. II, 1924. Lassalle, Leipzig 1928, London 1931, Paris 1931, New York 1932. Articles and Reviews in Jahresberichte der Neuerscheinungen der Germanischen Philologie, Jahresberichte der Neueren deutschen Literatur, Modern Language Notes, Deutsche Vierteljahrsschrift für Geistesgeschichte, Monatshefte für deutschen Unterricht, German Quarterly, Journal of English and Germanic Philology. Co-Editor of Corona, Studies in Philology, Durham, N. C. 1941.

VIRGINIA L. STOCKHAUSEN.

Beloit College, B.A. 1931; Instructor in German and Latin, High School, Bloomer, Wisconsin, 1931-37; The Middlebury School of German, M.A. 1937; Exchange student to Germany, 1937-38; Study of the folkdance under Erich Janietz and Ilse Berthold-Baczynski, Köln, Jena, and Leipzig, 1937-38; Graduate assistant in German, University of Wisconsin, 1938-39; Instructor in German, Lawrence College, Appleton, Wisconsin, since 1939; The Middlebury School of German since 1940.

THE COURSES OF STUDY

PRELIMINARY EXAMINATION.

On Tuesday, July 6, all new students will be given a preliminary examination covering grammar, free composition, and the ability to understand the spoken word. The purpose of this test is to determine the degree of proficiency of each student, thus helping him in choosing his courses adequately and obviating later changes. Beyond this it will in no way affect the student's standing in the school.

A. Literature

(An advance reading list for literature courses will be furnished by the Language Schools Office or the Dean upon application)

11. A SURVEY OF EARLY GERMAN LITERATURE from its beginnings to the end of the 15th century.

Representative works such as the Hildebrandslied, the Nibelungenlied, M.H.G. lyrics, the religious drama, writings of Hans Sachs and the Reformation will be studied in connection with political, religious and artistic currents of the time.

8:30 Mr. Schirokauer.

15. A SURVEY OF NINETEENTH CENTURY LITERATURE from the death of Goethe to the beginning of Naturalism (1830-1880).

The transition from Romanticism to Realism, from individualism to social consciousness in literature, art, economics, and philosophy. 9:30 Mr. Feise.

20. SPECIAL INVESTIGATION.

Students advanced in their studies may work on special topics under the guidance of one of the members of the staff. They are, however, urged to confer with the Director before the opening of the School so that the object may be defined and the necessary books procured (one or two credits).

25. SCHILLER.

Schiller's dramas and poems as an expression of the German Classical Period in their relation to the philosophy of the time as represented by Kant and Fichte.

10:30 Mr. Kaufmann.

37. MODERN FICTION.

Stories of the 19th and 20th centuries will be read and discussed in detail during the first part of the session; during the second, critical analysis will be based upon rapid reading. (No advanced students will be admitted so that reading and speaking ability of the participants may be developed gradually.) 9:30 Mr. Gaede.

B. Civilization

(One of these two courses will be given according to the predominant need of the students)

42. GERMAN FOLKLORE.

Reading and discussion of German folklore material such as *Märchen*, legends, folksongs, proverbs; folk customs, beliefs, and traditions will be treated in connection with the reading to produce a general picture of German *Volkscharakter*.

10:30 Mr. Neuse.

43. HISTORY OF GERMAN ART.

The development of German architecture, sculpture, and painting in their highest achievements. Analysis of content, form, and style. Discussions and student reports. 8:30 Mr. Kaufmann.

C. Language

51. HISTORICAL SURVEY OF THE GERMAN LANGUAGE.

An introduction to the essentials of German phonology, morphology, syntax, and semantics. Readings illustrating the most important stages of the evolution of the language. 11:30 Mr. Schirokauer.

55. PRACTICAL PHONETICS.

A study of the formation and combination of German speech sounds with practical exercises. Special emphasis will be laid on characteristics of spoken German, such as rhythm and speech melody as factors of expression. 11:30 Mr. Neuse.

All students deficient in German pronunciation will be obliged to do special work in the phonetics laboratory until their defects are corrected.

D. Language Practice

A. BEGINNERS' COURSE.

The fundamentals of German grammar; drill in correct pronunciation; dictation; conversation; readings.

This course is open only to students in the other Middlebury Schools who wish to begin the study of German. *It is not open to members of the German School and will not count for graduate credit.* (See p. 6).

Daily at 8:00 (Middlebury Campus). Mr. Neuse.

60. PRACTICE IN LINGUISTIC INTERPRETATION.

An advanced course designed to develop the student's feeling for the essential differences of the two languages through adequate translation combining exact meaning and shade of expression. 5:00 Mr. Feise.

61. ADVANCED COMPOSITION AND ORAL PRACTICE.

Intensive practice in oral and written expression and style, imitative and free composition, oral and written reports. 7:30 Mr. Feise.

65. COMPOSITION AND GRAMMAR REVIEW.

A systematic review of German grammar and syntax. Compositions of gradually increasing difficulty, proceeding from concrete observations to theoretical and abstract discussion. Study of idioms and synonyms. 7:30 Mr. Gaede.

68. GRAMMAR.

A thorough and systematic review of German grammar, syntax, and basic vocabulary. Reading and stylistic analysis of simple prose and poetry. Daily papers and reports. This course is supplemented by the ORAL PRACTICE course and should be taken only in conjunction with it. No auditors. Two credits (no credit toward the M.A. degree). 7:30.

69. ORAL PRACTICE.

The goal of this course is to develop the ability to use German correctly and idiomatically in conversation. Beginning with reading exercises and reports, it will proceed to the organization of the vocabulary into thought groups which will serve as the basis for conversation and group discussion. Since this course is designed to supplement the GRAMMAR COURSE, it should be taken alone only by students who have demonstrated a fair knowledge of grammar in the preliminary examination (see p. 38). No auditors. Two credits (no credit toward the M.A. degree).

8:30

LANGUAGE CLINIC. *Students who need special assistance on account of particular deficiencies in grammar, written and oral expression, will be assigned to individual members of the staff for extra work.*

E. The Teaching of German

71. (METHODS OF TEACHING)

Omitted in 1943.

A comparative study of contemporary writers and movements in the field of modern language teaching for the purpose of appraising, developing, and formulating their contribution to the teaching of German in secondary schools and colleges. Objectives, educational values, scientific foundation of modern language teaching on the basis of modern psychology, phonetics, and progressive educational theory.

Schedule

	7:00 Breakfast	
7:30 Advanced Composition	Composition	Grammar
8:30 Early Literature	Art	Oral Practice
9:30 19th Cent.	Fiction	
10:30 Folklore	Schiller	
11:30 History of Language	Phonetics	
	12:30 Lunch	
5:00 Interpretation		
	6:30 Dinner	

Required Courses

Required courses for the Master's Degree are:

1. Two of the three Civilization Courses (41, 42, 43).
2. The History of the German Language (51).
3. Phonetics (55).
4. Methods of Teaching.
5. Advanced Composition (61).
6. At least 8 credits in German Literature at the Middlebury College School of German, among which must be a survey course (preferably 13 or 15).

Required courses for the Degree of Doctor of Modern Languages (in addition to the foregoing courses) are:

1. One additional Civilization Course (Group B).
2. A complete Survey of German Literature (Group A).
3. Goethe's Faust (21).

Study Plan

The following list of courses, covering the next four years but subject to minor changes, is offered to facilitate the selection of studies especially for students working toward a degree.

A. LITERATURE

Survey Courses (4 year rotation)

11. Early Literature (1943)
12. Barock und Aufklärung (1944)
13. The Classical Period (1945)
14. The Romantic Period (1946)
15. Nineteenth Century (1943)

Detailed Studies

20. Special Investigation (yearly)
21. Goethe's Faust (1946)
22. Goethe's Novels
24. Lessing, Herder
25. Schiller
31. Kleist, Grillparzer, Hebbel
34. Lyric Poetry
35. 19th Century Fiction
36. Modern Drama
37. Modern Fiction
38. Modern Lyrics
39. 20th Century Lit.

B. CIVILIZATION

(3 year rotation)

41. German History (1945)
42. German Folklore (1943)
43. German Art (1943)

C. LANGUAGE

51. History of the German Language (1943)
55. Phonetics (1943)

D. LANGUAGE PRACTICE

(yearly)

60. Interpretation
61. Advanced Composition
62. Advanced Oral Practice
65. Composition and Grammar Review
68. Grammar
69. Oral Practice

E. THE TEACHING OF GERMAN

71. Methods of Teaching
72. Study of High School and College Texts

Mountain Hike

LIFE IN THE SCHOOL

The Aims The school is primarily designed for advanced students who, possessing a fair speaking and reading knowledge of German, wish to perfect their ability to use it and desire to deepen and broaden their acquaintance with German literature as well as with its cultural background and the soil on which it has grown. If such aims will appeal primarily to teachers and graduate students and those majoring in the language, they should also attract others who, interested in German from a cultural point of view, would welcome the association with a homogeneous group of persons of like tastes and interests.

Location The location proved highly successful from the very outset. The life of the little German community centers around the quaint New England square of the village, with the schoolhouse at one corner, the Bristol Inn at another, and the half dozen houses in which the students are located, scattered in the immediate vicinity. Owing to the good library and art collection lent by the College, the schoolrooms and the annex of the Inn radiate a German atmosphere essential for carrying out the plans of the school. For it is necessary that the student, beyond the knowledge

to be acquired in the classroom, should come into an intimate contact with the cultural values of the foreign country.

The Work No elementary courses are given in Bristol; from the first, students speak the language of the school. Undergraduates with a good preparation will find sufficient work in intermediate courses offered and will be given proper consideration and reduced work if taking courses primarily intended for graduates. All instruction lies in the hands of native teachers, who also preside at the meals and are ready for help and advice in and outside of the classroom.

Admission For all questions concerning admission see page 5. In order to avoid too many changes during the first week of the session new students are asked to show in a preliminary test their proficiency in the German language (see page 38). Since the success of the school and the benefit derived from attending it depends on the creation of an atmosphere of intimate group consciousness and a carrying out of a carefully planned program of six weeks, participation in all official activities of the school, such as lectures, after-dinner gatherings, and singing is obligatory. *Students not wishing to participate in the social life of the school can be accepted only in very rare cases with the consent of the Director and after an examination in which they have proved their excellence in handling the language. They are, however, expected to take part in the daily singing and to attend extracurricular lectures and programs.* (For Visitors see page 11).

Credits Two credits will be allowed for all courses meeting five hours a week. All courses count toward the Baccalaureate degree and all except Beginners' Course A, Grammar (course 68) and Oral Practice (course 69) count towards the Master's degree. Other information concerning credits will be found on pages 6–7.

Degrees, Examinations, Fees For complete information concerning degrees, examinations, fees, opening of session, etc., see pages 7 to 12.

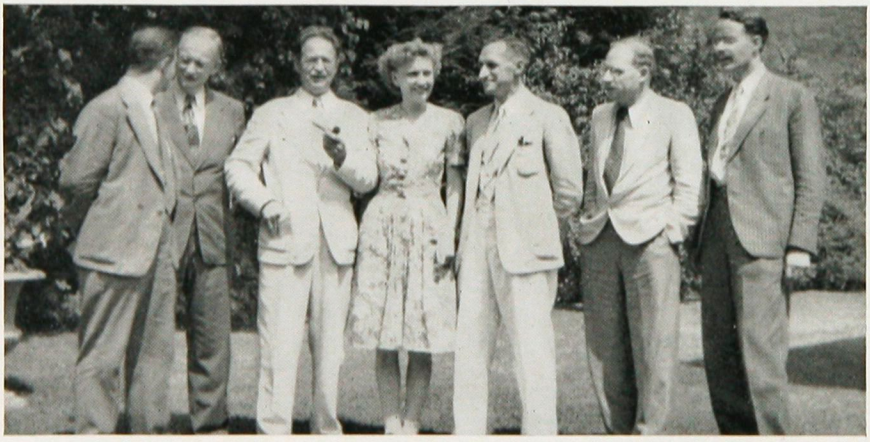
Center The social center and dining hall will be at the Bristol Inn in a separate annex. The Inn is an old hostelry, well known in Vermont for its gracious hospitality and superior cuisine.

Meals Breakfast will be served at seven, lunch at half-past twelve, and dinner at half-past six. The students gather at small tables, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule so as to enable all to get acquainted. After the noon meal German songs are sung in the *Gartensaal*, the social room of the German School back of the Inn.

Lectures There will be brief lectures or readings after dinner and a production of a drama or a program of music every Thursday evening. "Literarische Sonntagsandachten," not conflicting with local church services, will be held every Sunday morning.

Music Music is recognized as a primary factor in fostering the community spirit of the school. Emphasis is laid upon having the musical life of the school grow out of the active cooperation of the students themselves. Special attention will be given to the rehearsing and presentation of instrumental and vocal music by German composers. The scope of this extra-curricular activity will naturally depend on the presence of musical talent among the students. In order to make this musical activity possible and to prevent delay in its organization, all students are urged to bring their instruments and suitable music.

Recreation and Sport On Saturdays, the school organizes hikes into the near-by Green Mountains or to lakes in the Champlain Valley. Faculty members regularly participate in these outings, and students will enjoy this period of week-end relaxation during which the foreign language is used in an atmosphere different from that in the classroom and study. The local ball park where group games (Schlagball, etc.) are frequently played, tennis courts, and a good golf course in the vicinity of the village offer further opportunities for physical exercise. On Tuesday and Friday evenings all students are expected to join in the folk dances which are taught on the lawn behind the Inn.



German School Faculty, 1942

OTHER INFORMATION

Arrival On July 5, students should report in the Library of the German School which is located in the Gymnasium of the local High School. There the Director and Dean will advise them regarding courses and give out other information from 9:00 a. m. on. All students will meet the representatives of the college treasurer and recorder at the same place.

The first meal will be supper at the Inn at 6:30 the same day. The first official assembly of the German School will be held at 8:30 in the *Gartensaal* of the Inn. All students are required to attend. Classes will begin at 7:30 o'clock Tuesday morning, July 6.

Bookstore At the Bücherstube books used in the courses may be purchased; but also other books and reproductions of paintings will be offered for sale at moderate prices. *For advance reading lists write to the Language Schools Office or the Dean.*

Opportunities for Service All waiters and waitresses in the German School dining hall must be able to speak German. In order to secure such a staff, opportunity is offered to a limited number of students to earn their board in return for their service. Those interested should write for application blanks to the Dean of the School as early as possible.

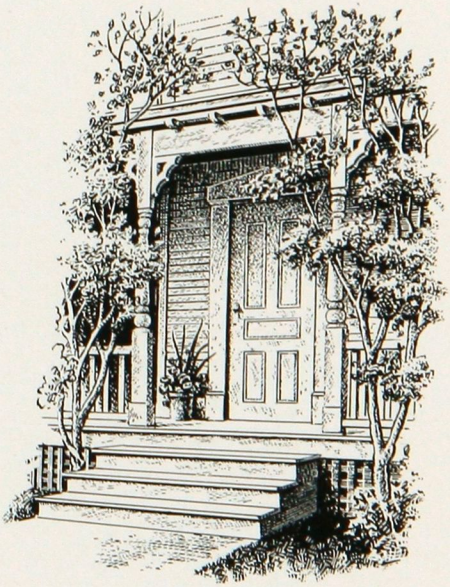
Scholarships In commemoration of the late Professor Martin Sommerfeld who taught in the German School in the summer of 1939, a scholarship fund was established through generous contributions from students and faculty. This scholarship, known as the *Martin Sommerfeld Scholarship*, will be awarded each year to the amount of $60.00, and it will be open to all former and new graduate students who would be unable to attend without financial assistance.

In addition to the *Martin Sommerfeld Scholarship* two other scholarships of $50.00 each are available.

These three scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean of the German School and must be filed before May 15. The awards will be announced by June 1.

Address Correspondence concerning admission, courses, credits, scholarship, and degrees should be addressed to Prof. Werner Neuse, 21 South Street, Middlebury, Vermont. Correspondence concerning rooms and fees should be addressed to Language Schools Office, Middlebury College, Middlebury, Vermont.

Scuola Italiana



THE ITALIAN SCHOOL

(From July 2 to August 19)

Because of the significant contribution of Italy to modern philosophy and science, the study of Italian has become a useful tool for scientific purposes, as well as for the study of art, music, and literature. Moreover, many citizens of our country, of Italian parentage or birth, are naturally drawn to the study of the language and culture of their forebears, with the result that many secondary schools and most colleges and universities now feel the need of offering courses in Italian.

It will continue to be the exclusive aim of the Middlebury Italian School to help preserve in America, for the enrichment of our national life, those values of Italian culture which are the prized heritage of all mankind.

The Session of 1943 The Italian School of Middlebury College was founded in 1932 by Dr. Gabriella Bosano, Chairman of the Italian Department at Wellesley College. Her high scholarship, energy, and personal charm won immediate success for the school. Since her resignation in 1938, the school has been most fortunate to have as Director, Dr. Camillo Merlino, Professor of Romance Languages at Boston University, and a past President of the American Association of Teachers of Italian. Dr. Merlino is in personal charge of the organization and plans for the session of 1943.

He is pleased to announce the reappointment, as Visiting Professor, of Dr. Domenico Vittorini, of the University of Pennsylvania, as well as the return of Maestro Sandro Benelli. He is also happy to welcome Signorina Maria Vulcano and Signor Samuele Guarnaccia to the Faculty. These together with the Director will constitute the teaching staff for 1943.

Dr. Gabriella Bosano and Professor Teresa Carbonara of Barnard College, the latter on leave of absence following seven summers of highly valued teaching service, will visit the School and will offer special readings and lectures.

Besides the basic graded offerings in both the spoken and written language of Italy, and the annual course in Italian folk songs, the 1943 curriculum will be further enriched by the following courses of advanced character: Romanticism in Italy; The Correlation of Italian Music with Art; Dante's *Inferno*; and Idiomatic Prose Translation. Moreover, opportunity for individual research study will again be offered, as well as the non-credit course in Italian Club Activities.

ITALIAN SCHOOL STAFF

CAMILLO PASCAL MERLINO, *Director.*

A.B., Harvard University, 1923; A.M., 1926; Ph.D., 1928; Rogers Traveling Fellow of Harvard University, 1926–27, (study in France, Italy, and Spain); Instructor in French and Italian, Hobart College, 1923–24; Instructor in Romance Languages and Tutor in the Division of Modern Languages, Harvard University, 1924–26 and Radcliffe College 1927–28; Instructor in French, University of California, 1928–29; Associate in Italian, Bryn Mawr College, 1929–30; Assistant Professor of Italian, University of Michigan, 1930–36; Associate Professor 1936–37; Associate Professor of Romance Languages, Boston University, 1937–38; Professor, 1938—; Acting Director and Visiting Professor, Middlebury Italian Summer School, 1938; Director, 1939—.

Secretary-Treasurer of the American Association of Teachers of Italian, 1932-40; President, 1940; Member of the Executive Council of the National Federation of Modern Language Teachers and Vice-President for 1937; President of the Circolo Italiano di Boston, 1937—; Member of the Modern Language Association of America (Editorial Consultant, 1935—), Dante Society, American Association of University Professors, etc.

Publications: *The French Studies of Mario Equicola*, University of California Publications in Modern Philology, 1929; *A Bibliography of Italian Homage Volumes*, Italica, 1930; *References to Spanish Literature in Equicola's Natura de Amore*, Modern Philology, 1934; and other articles, as well as reviews and translations. Collaborator on the *Bibliografia Veneziana* for the R. Istituto Veneto di Scienze, Lettere ed Arti.

DOMENICO VITTORINI, *Visiting Professor.*

Dottore in lettere e filosofia, University of Rome, 1916; M.A., Princeton University, 1917. Assistant Professor of Romanic Languages and Literatures, University of Pennsylvania, 1925–1938; Associate Professor, 1938—; Visiting Professor, Middlebury Italian Summer School, 1936; Instructor, 1941; Visiting Professor, 1942, 1943.

Vice-President of the International Institute of Philadelphia, 1935, 1936; Member of the Board of Directors of the Società pro-Cultura Italiana of Philadelphia, 1935—; Lecturer on literary and historical aspects of Italian life; Socio corrispondente dell'Ateneo Veneto, 1934—; Member of Modern Language Association of America, American Association of Teachers of Italian, etc.

Publications: *The Modern Italian Novel*, 1930, (University of Pennsylvania Press); *The Drama of Luigi Pirandello*, 1935, (University of Pennsylvania Press); several articles as well as frequent book reviews in Italian and American professional journals.

SANDRO BENELLI.

Pupil of Maestro Antonio Scontrino; diploma of "Alta Composizione," R. Conservatorio Luigi Cherubini, 1915; choir director of the Churches of S. Croce and S. Marco, Firenze, 1922–27; professor of Choral Music, R. Conservatorio Luigi Cherubini, Firenze, 1925; founder and director of the "Coro Fiorentino"; member of the Committees to Commemorate Dante Alighieri, 1921; William Byrd, 1923; Palestrina, 1925; founder and director in the United States of the Florentine Choir; choir director of the Church of Our Lady Queen of Martyrs, Forest Hills, N. Y., 1931—; director of the "Coro Folkloristico d'Italia," director of the Madrigal Singers, New York, 1931—director of the *Coro d'Italia News*, New York, 1935—; Lecturer on Education, New York University, 1939—; Visiting Professor, Middlebury Italian Summer School, 1937; Instructor, 1938–43.

Composer of: *Oratorio Santo Francesco*, chamber music, and cantatas. Lecturer on musical subjects. Author of: *Le più belle canzoni italiane*; in preparation, *Canzoniere Italiano*; numerous articles on musical subjects in *Atlantica*, *Corriere d'America*, *Impero*; weekly radio program of "Italian Folk Songs."

SAMUELE GUARNACCIA.

A.B., Middlebury College, 1930; A.M., Middlebury Spanish Summer School, 1936; graduate study in Italian and Spanish, Boston University, 1939–40. Study in Middlebury Italian and Spanish Summer Schools, 1931, 1932, and 1934–42.

Instructor in Spanish, Italian and French, Cheshire Academy, Cheshire, Connecticut, 1930–36; Instructor in English, New York Military Academy, Cornwall-on-Hudson, New York, 1936–39; Instructor in Spanish and Italian, Middlebury College, 1940—; Middlebury Italian Summer School, 1943.

MARIA VULCANO.

A.B., Smith College, 1917; A.M., Trinity College (Hartford), 1936. Graduate study, Columbia Univ. Summer Session, 1926; Smith College Italian Summer School, 1929, 1930; Middlebury Italian Summer School, 1939. Summer travel in Italy, 1938; in South America, 1941.

Secretary to Chief of Italian Ministry of Food, New York, 1918–21; teacher in Elizabeth, New Jersey, 1921–23; teacher in Danbury High School, Danbury, Conn., 1923–31; teacher of Italian and French and Chairman of the Department of Italian, Hartford Public High School, Hartford, Conn., 1931—; Middlebury Italian Summer School, 1943.

Auxiliary Personnel

Signorina Elena Sacco, B.S., Secretary to the Director.
Signor Samuele Guarnaccia, A.M., Aide to the Director.
Signorina Giuseppina Adamo, B.S., Assistant in the Bookstore.

Maestro Benelli and Folk Singers

THE COURSES OF STUDY

A. Language

A. BEGINNERS' COURSE.

Grammar; drill in correct pronunciation; dictation; conversation. Reading of modern Italian short stories and plays.

This course is open only to students in the other Middlebury Schools who wish to begin the study of Italian. *It will not be open to members of the Italian School, and will not count for graduate credit.* (See page 6.) Hours to be arranged.

1. INTERMEDIATE GRAMMAR AND COMPOSITION.

A thorough review of Italian grammar. Constant oral and written practice, vocabulary building; free composition; translation. This course is intended for students who have a good elementary knowledge of the language; it aims to impart a reasonable degree of proficiency in the use of the fundamental principles of grammar.

Daily at 8:00. SIGNOR GUARNACCIA.

2. ADVANCED COMPOSITION.

An *advanced* course for students possessing a good knowledge of Italian. It will consist of translations from English into Italian of a variety of texts of increasing difficulty. There will also be practice in original composition. Frequent reference will be made to grammar and syntax in the systematic study of idioms and synonyms.

Daily at 8:00. SIGNOR VITTORINI.

3. ORAL PRACTICE AND SELF-EXPRESSION.

Daily training in current Italian designed to help the student gain assurance in self-expression in the language. Word study, oral reports on concrete topics, and a systematic building up of the conversational vocabulary will be based on assigned topics and debates.

Daily at 11:00. SIGNORINA VULCANO.

Italian School, 1942

4. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.
Intensive training in oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.
Daily at 10:00. SIGNORINA VULCANO.

5. (ORAL STYLISTICS)
Omitted in 1943.

6. (FROM LATIN TO ITALIAN)
Omitted in 1943.

7. IDIOMATIC PROSE TRANSLATION.
Through the translation into Italian of carefully selected English prose passages of more than average difficulty, this course is designed to aid advanced students to acquire a finer feeling for Italian style, a sense for shades of expression, and help toward the mastery of certain difficulties not usually considered in more elementary courses.
Daily at 8:00. SIGNOR MERLINO.

B. Literature and Civilization

11. GENERAL VIEW OF ITALIAN LITERATURE.
Through the study of the masterpieces of Italian literature from Dante to Pirandello, the student will follow the development of the intellectual and spiritual life of the Italian people.
Daily at 9:00. SIGNOR VITTORINI.

13. (ITALIAN FOLKLORE)
Omitted in 1943.

14. DANTE AND HIS TIMES (THE *INFERNO*).
In the course of three summers, the *Divina Commedia* is read and analyzed in its entirety in the light of the literary, political, and religious ideals of the Middle Ages. In 1943, the *Inferno* will be the object of special study. This course may be taken for credit in three consecutive summers.
Daily at 9:00. SIGNOR MERLINO.

15. THE CORRELATION OF ITALIAN ART WITH MUSIC.
Following a brief survey of the leading schools of art, an analysis will be made of those masterpieces which in some way or other have influenced musical compositions both in Italy and abroad. This course will be richly illustrated with appropriate slides and records.
Daily at 10:00. MAESTRO BENELLI.

16. ROMANTICISM IN ITALY.
The romantic movement in its constructive aspects: the vision of a new national life and a new art. The contribution of Montani, Conti, Baretti, and Verni to this outlook during the XVIII century. Analysis of *Il Conciliatore*, of Berchet's *Lettera semi-seria di Grisostomo*, and of Manzoni's critical writings as documents for a constructive view on Romanticism.
Daily at 11:00. SIGNOR VITTORINI.

17. (STUDIES IN CONTEMPORARY ITALIAN LITERATURE)
Omitted in 1943.

C. Problems and Methods

21. (CULTURAL CORRELATION FOR TEACHERS OF ITALIAN)
Omitted in 1943.

22. THE TEACHING OF ITALIAN FOLK SONGS.

The teaching of Italian folk songs of the various provinces of Italy, as a contribution to the phonetic training of the teacher and the student of Italian in the American high school. Daily choral singing.

Daily at 12:00. MAESTRO BENELLI.

24. ITALIAN CLUB ACTIVITIES.

Through a series of informal but carefully planned meetings, the various practical problems inherent in the organization and activities of the Circolo Italiano will be considered. Type programs will be presented with all necessary demonstration and ample opportunity will be offered for the free exchange of opinions and suggestions. (No academic credit is allowed for this course.)

Time of meetings to be arranged. SIGNOR MERLINO,
with the collaboration of other members of the staff.

25. RESEARCH.

All students, especially candidates for the doctorate, who are working on a problem of literary or linguistic research, are invited to profit by the individual guidance offered by the school staff. Personal consultations will be arranged through the Director. Such assistance is gladly offered and students are urged to take advantage of it.

SIGNOR MERLINO,
with the collaboration of members of the staff.

Schedule of Classes

(Rooms to be announced.)

8:00	1	Intermediate Composition	SIGNOR GUARNACCIA
	2	Advanced Composition	SIGNOR VITTORINI
	7	Idiomatic Prose Composition	SIGNOR MERLINO
9:00	11	General View of Italian Literature	SIGNOR VITTORINI
	14	Dante and His Times	SIGNOR MERLINO
10:00	4	Advanced Oral Practice	SIGNORINA VULCANO
	15	Correlation of Art with Music	MAESTRO BENELLI
11:00	3	Oral Practice	SIGNORINA VULCANO
	16	Romanticism in Italy	SIGNOR VITTORINI
12:00	22	Italian Folk Songs	MAESTRO BENELLI

Credits Unless otherwise indicated, two credits or semester hours will be allowed for each course, and all except Course A count toward the Master's degree. (See also pages 6-7).

Note: Course 2 (Advanced Composition) may be taken twice for credit, as the material of the course varies each year. Course 14 (Dante) may be taken three times for credit, once on the *Inferno*, once on the *Purgatorio*, and once on the *Paradiso*. No other courses in the school may be repeated for credit.

General Information

The Session opens for registration on Friday, July 2, and classes begin Monday, July 5, at 8.00 a. m. (See also page 10.)

Admission Students may enter without examination, and without being candidates for degrees. No student will be admitted unless his qualifications are approved by the Director, and the right is reserved to place students in classes best suited to them.

Registration As soon as possible after arriving on July 2, every student should register for courses with the Director. After arranging his program, he will be directed to the Registrar and Treasurer for general registration and the payment of fees. Upon receipt of admission cards from this department, students will be ready for classes. Late registration is subject to fine and will not be permitted after the first week. (See page 10.)

Italian School Picnic

LIFE IN THE SCHOOL

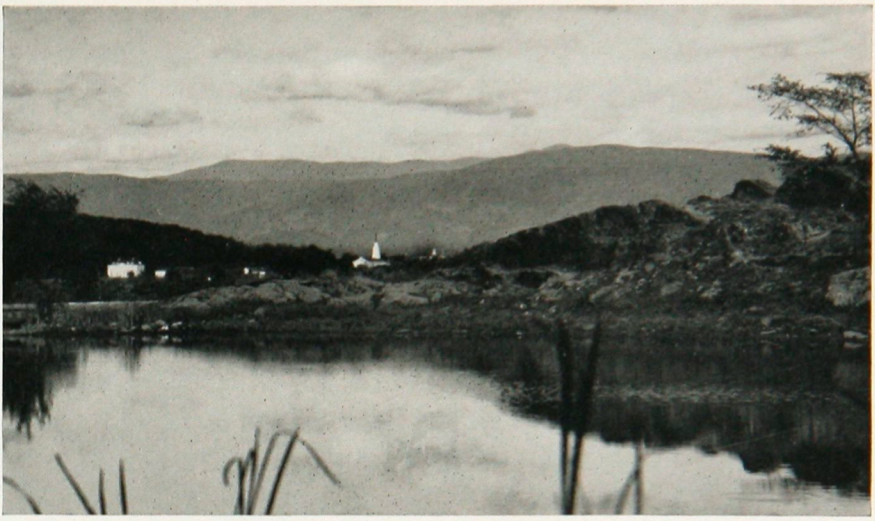
Use of Italian The Middlebury idea of language learning requires for its effective execution a genuinely friendly atmosphere. This friendliness and spirit of happy cooperation is one of the most attractive features of the school. With it, the rule of *no English* soon loses its rigor, and the exclusive use of Italian becomes a pleasant challenge and discovery from day to day.

The Italian House For the summer of 1943, Hillcrest Cottage together with the Annex, providing adequate and comfortable dormitory accommodations, will serve as headquarters for the Italian School. Equipped with an attractive Social Hall and surrounded by spacious lawns shaded by trees, Hillcrest lends itself to the early development of an atmosphere of friendly informality so conducive to "oral practice"—one of the main features of the Middlebury experience. The Director and Mrs. Merlino also will reside in Hillcrest, thus actively promoting the spirit of good fellowship and understanding in an Italian atmosphere.

The Italian Dining Room The very attractive dining hall in Forest West, across the street from Hillcrest, will again be available to the Italian School. The hum of conversation in the dining room, which at times becomes a veritable din, is natural and spontaneous. Prompted and guided by understanding instructors who preside at each table, the students quickly overcome their linguistic shyness. In order to get better acquainted with one another and with all the instructors, students are required to rotate according to a fixed schedule.

Regularly enrolled students in the French and Spanish schools who have a knowledge of Italian may, with the permission of the Director, arrange to have some of their meals in the Italian dining room, if an exchange can be effected.

Activities The morning hours will be given over to class work, leaving the afternoon free for recreation and study. Students and teachers will meet frequently in the evening for readings, lectures, choral assemblies, and social gatherings. The school picnics, informal instruction in folk songs and folk dances, an Italian "Professor Quiz," the popular game of "bocce," and ample opportunity for hiking afford further pleasant relaxation. Furthermore, students of the Italian School are always cordially invited to attend the concerts of chamber music and other entertainments offered by the French School and the Spanish School.



Middlebury's Mountain Setting

Fees For complete information concerning fees, rules governing visitors and special registration, reservations, etc., see pages 10 and 11.

Scholarships For the summer of 1943, several scholarships are available. These will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before May fifteenth.

Grateful acknowledgement is made of the following special scholarships, all of fifty dollars each, made possible through the generosity of friends of the School:

Ten Bonomo Scholarships offered by Mr. and Mrs. Richard V. Bonomo of Edgewood, New Jersey.

Four Schimenti Scholarships offered by Mr. and Mrs. Gandolfo Schimenti of Forest Hills, New York.

The "Isabella Ricchini Memorial Scholarship" offered in loving memory of her mother by Dr. Gabriella Bosano.

The Thomas J. Quirk Circolo Italiano Scholarship offered for the fourth consecutive year by the Circolo Italiano of the Hartford (Conn.) Public High School.

The Sigma Iota Theta Sorority Scholarship offered for the fourth consecutive year by the Alpha Chapter of Hartford, Connecticut.

Self Help Another important way in which students may assist in defraying their expenses is by waiting on table in the Italian dining room. All waiters or waitresses are students at the school who are able

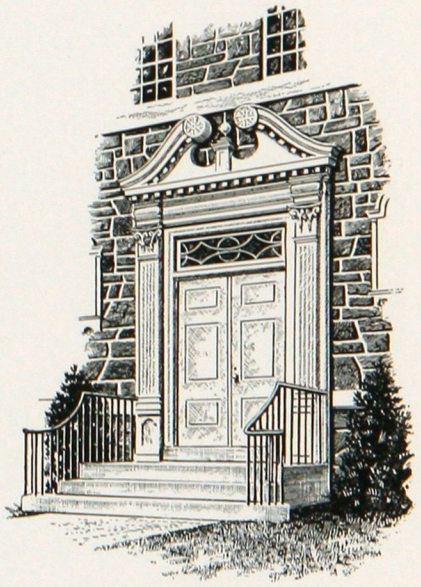
to use Italian exclusively in the dining room. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $125. Those interested should write for information and application blanks to Miss Mary C. Dutton, Battell Cottage, Middlebury College.

Books A well-balanced and constantly expanding collection of Italian books, housed in the College Library, amply provides for the needs of the students. In addition, text-books and other aids for the teaching of Italian will be available for examination.

In Hillcrest there is also an Italian bookshop, at which students will be able to purchase the texts required for class work, as well as dictionaries and a variety of books of classic and modern Italian literature which should prove very interesting to all who experience enjoyment in the study of the language and culture of Italy.

Correspondence Correspondence concerning admission, credits, and choice of courses should be addressed to the Director of the Italian School, Dr. Camillo Merlino, Dept. of Romance Languages, Boston University, Boston, Massachusetts. Correspondence concerning transcripts should be addressed to The College Registrar, and concerning fees and rooms to the Office of the Language Schools, Middlebury College, Middlebury, Vermont.

Escuela Española



THE SPANISH SCHOOL

(From July 2 to August 19)

The middlebury spanish school, again under the direct supervision of Juan A. Centeno, will hold its twenty-seventh session this summer. Since its foundation the school, whose aim is to serve as a center of formation and orientation for teachers and students of Spanish, has endeavored to offer a program of studies planned to train and qualify its students. As in previous years, the courses of 1943 are entrusted to a select group of experienced native teachers.

Tomás Navarro Tomás, Visiting Professor this summer, is the recognized authority in the field of Spanish phonetics and his presence in Middlebury will be an inspiration to his colleagues and students. Teachers of Spanish all over the world are indebted to him for his scientific research and practical application of the theories of Spanish phonetics. Besides the course in Phonetics, Professor Navarro Tomás will offer a course entitled: Historial Summary of the Spanish Language.

Two Visiting Professors from Spanish America are being sent to the Spanish School this summer by the Department of State through the Division of Cultural Relations: Samuel Ramos, Professor of Philosophy at the University of Mexico, who was the chairman of the Mexican delegation to the Conference of Commissions on Intellectual Cooperation held in Havana in November 1941; and Daniel Samper Ortega, former director of the Colombian National Library, who is a well-known author and critic.

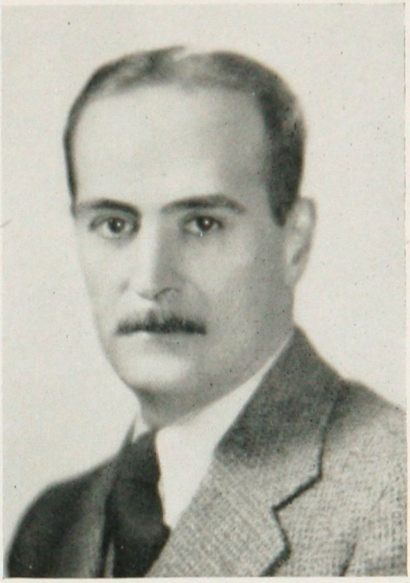
Other appointments for this summer include: Pedro Salinas, who will give a new course on the contemporary Spanish essay; Mariano Picón-Salas, distinguished Venezuelan author and former professor at the University of Chile, who will give two courses treating of Spanish America; Joaquín Casalduero, continuing in charge of the cycle of classical studies; Camila Henríquez-Ureña, who will be in charge of the Methods course; and Jorge Guillén, former Visiting Professor in the Spanish School, who will offer a course on contemporary Spanish poetry.

A special lecture series on Contemporary Hispanic America will be conducted by Richard Pattee, Division of Cultural Relations of the Department of State, with the participation of specially invited guests.

THE SPANISH SCHOOL STAFF

JUAN A. CENTENO, *Director.*

A. B., Instituto de San Isidro, Madrid, 1920; M. D., University of Madrid, 1927; Graduate Fellow, University of Wisconsin, 1927–28; Instructor of Spanish, University of Oregon, 1928–29; Instructor of Spanish, University of Syracuse, 1929–30; Instructor of Spanish, Middlebury Spanish School, 1929–30–31; Associate Professor of Spanish, Middlebury College, 1931–32; Professor of Spanish, Middlebury College, 1933—.



CONCHA BRETÓN.

Colegio Internacional, Barcelona; Instituto General y Técnico, Barcelona, A.B.; Middlebury College, A.M.; Instructor, Colegio Internacional, Barcelona, 1921–23; Instructor, Wellesley College, 1924–25; Instructor, National Park Seminary, 1925–26; Middlebury Spanish School, 1926; Penn Hall Junior College, 1926–42; Wellesley College, 1942—; Middlebury Spanish School, since 1940.

JOAQUÍN CASALDUERO.

Licenciado en Filosofía y Letras, University of Madrid, 1923; Doctor en Filosofía y Letras, University of Madrid, 1927. Has taught Spanish literature at the University of Strasbourg, 1925–27; University of Marburg, 1927–29; University of Cambridge, 1930; Guest Lecturer at the University of Oxford, 1931; Assistant Professor, Smith College, 1931–38; Associate Professor, Smith College, 1938—; Middlebury Spanish School, 1932–33, and since 1935.

Author of articles dealing with Tirso de Molina, Unamuno, Ganivet, Galdós, Cervantes and Bécquer published in *Die Neueren Sprachen, Revista Síntesis, Bulletin Hispanique, Revista de Filología Española, Cruz y Raya, P. M. L. A., Universidad de Antioquía, Revista de Filología Hispánica,* and *Essays in Honor of President William Allan Neilson; and Contribución al estudio del tema de Don Juan en el teatro español; Vida y Obra de Galdós.*

BERNARDO CLARIANA.

Licenciado en Filosofía y Letras, y Derecho, University of Valencia, 1933. Professor of Latin language and literature, Institute of Irun, 1933–35; Instituto-Escuela, Valencia, 1936; Lector of Spanish, Lycée de Garçons, Toulouse, 1935–36; Graduate studies at the University of Paris, 1939–40; Translator and Tutor, Havana, 1940–42; Instructor of Spanish, Middlebury College, 1942—. Middlebury Spanish School, 1943.

Author of articles, literary criticism, poems, and short stories published in such periodicals as *El Sol, Hora de España, Revista de las Españas* etc.; a translation in verse of *Los Epitalamios de Catulo;* and *Ardiente Desnacer* (poetry).

ELISA CURTIS-GUAJARDO.

University of Chile, Santiago; A.B., University of Illinois, 1919; A.M., University of Wisconsin, 1926. In 1917 commissioned by the Chilean government to study the teaching of Modern Languages in the United States. Assistant, University of Illinois, 1919–1921; Instructor, Grinnell College, 1921–1923; Assistant Professor, Grinnell College, 1923–1936; University of Wisconsin, summer 1926; Boston, State Department of Education, 1936–40; Spanish Department, Cedar Crest College, 1940—; Middlebury Spanish School, since 1940.

MARÍA DIEZ DE OÑATE.

Licenciada en Filosofía y Letras, University of Madrid. Diploma in Piano, Conservatory of Madrid. Instructor of Spanish, Middlebury College, 1920–22; Instructor, Vassar College, 1922–24; in charge of classes of Spanish Language and Literature for Foreign Students, Residencia de Señoritas, Madrid, 1924–26; Assistant Professor, Vassar College, 1926–27; Professor at the Instituto de Segunda Enseñanza, Salamanca, 1931–36; Instructor, Bennington College, 1937; Instructor, Pine Manor Junior College, 1937–42; Instructor, New Jersey College for Women, 1942—; Middlebury Spanish School, 1942–43.

Author of: *Cancionero Español*, The Vermont Printing Company, 1924.

SALVADOR DINAMARCA.

Graduate of the University of Chile, 1928; A.M., Harvard University, 1936; Vice-Consul of Chile, Philadelphia, 1928–30; Consul, Baltimore, 1930–34; Consul, Boston, 1934–38. Instructor of Spanish, St. Joseph's College, 1928–30; Instructor of Spanish, Harvard University, 1930–37; Instructor of Romance Languages, Brooklyn College, 1937—; Middlebury Spanish School, 1936–41, 1943.

Author of: *La obra educacional del Dr. Puga Borne; Frecuencia relativa del lenguaje periodístico de Chile.* Also articles in: *Revista Hispánica Moderna, Anales de la Universidad de Chile, Hispania, Atenea* and *El Mercurio.*

ISABEL GARCÍA-LORCA.

A.B., Instituto Nacional, Granada, 1929; Licenciada en Filosofía y Letras, University of Madrid, 1934; Assistant, Instituto-Escuela, Madrid, 1934–36; Instructor of Spanish, New Jersey College for Women, 1939–42; Instructor of Spanish, Hunter College, 1942—; Middlebury Spanish School, 1942–43.

JORGE GUILLÉN.

Licenciado en Letras, University of Granada, 1913; Doctor en Letras, University of Madrid, 1925; Lector of Spanish, University of Paris, 1917–1923; Professor of Spanish Literature, University of Murcia, 1926–1929; Professor in the Summer Course for Foreign Students, Madrid, 1929; Lector of Spanish, University of Oxford, 1929–1931; Professor of Spanish Literature, University of Seville, 1931—; Professor of Spanish Literature, International University of Santander, 1933–1934–1935; Visiting Professor, Middlebury College, 1938–39; Associate Professor, McGill University, 1939–40; Visiting Professor, Middlebury Spanish School, 1939, 1940; Visiting Professor, Wellesley College, 1940—; Middlebury Spanish School, 1941, 1943.

Has lectured extensively at American and European universities.

Author of: *Notas para una edición de Góngora; Cienfuegos* (A biographical and critical

study); *Cántico*, 1928; *Ardor*; *El Cementerio Marino* by Paul Valéry, Spanish version; *Cántico*, Second augmented edition, 1936; *Cantar de Cantares* of Fray Luis de León, (Critical edition).

Contributor to the principal Spanish literary reviews since 1920; *La Libertad*, *España*, *La Pluma*, *Índice*, *Revista de Occidente*, *Litoral*, *Mediodía*, *Carmen*, *Héroe*, *Los Cuatro Vientos*, etc. Has been translated into English, German, French and Italian.

CAMILA HENRÍQUEZ-UREÑA.

A.M., University of Minnesota, 1920; Doctora en Filosofía y Letras, University of Havana, 1926; Doctora en Pedagogía, University of Havana, 1927; Instructor of Spanish, University of Minnesota, 1928–1930; Professor of Spanish language and literature, Normal School of Oriente, Cuba, 1930–37; Instituto de Matanzas, Cuba, 1937–40; University of Havana, 1941; Visiting Professor, Vassar College, 1942—. Middlebury Spanish School, 1942, 1943.

Guest lecturer at colleges and universities in Santo Domingo, Cuba, Mexico, Argentine, and the United States of America.

Author of: *Ideas de Eugenio M. de Hostos*; *Dante, poeta y filósofo*; *La obra de Federico Mistral*; *Dos poemas sobre el indio americano: Hiawatha y Tabaré*; *Delmira Agustini: ensayo de interpretación*; *El lirismo de Lope de Vega*; *Los Heredia*; *La ideología literaria de Proust*; *Función social de la poesía*.

JOSÉ LÓPEZ-REY.

Licenciado en Filosofía y Letras, University of Madrid, 1929; Doctor en Filosofía y Letras, University of Madrid, 1935; Taught Archaeology, University of Madrid, 1931; Assistant Professor, University of Madrid, 1932–39; Professor of History of Art, Centro de Estudios Históricos, Madrid, 1932–33 and 1935–39; Technical Adviser for Art Teaching and Artistic Policy, Ministry of Public Education of Spain, 1933–39; Member of the Committee for the Reorganization of Public Education in Spain, 1933–34; Post graduate work at the Kunstgeschichte Institut and the University of Florence, 1931–32; Scholarship for research on Italian and Spanish Art, Vienna, 1933–34, on Spanish and Flemish Art, Paris and Brussels, 1934–35; General Commissioner for Spain at the International Art Exhibition, Venice, 1936; Lecturer, Columbia University, 1940; Visiting lecturer, Smith College, 1940–41; Lecturer, Smith College, 1941—; Middlebury Spanish School, since 1940.

Author of: *Antonio del Pollaiuolo y el fin del Quattrocento*; *Realismo e impresionismo en las Artes figurativas españolas del siglo XIX*. Contributor to *Archivo Español de Arte y Arqueología*, *Erudición Iberoamericana*, *Hora de España*, *Sur*, etc.

LUCINDA MOLES.

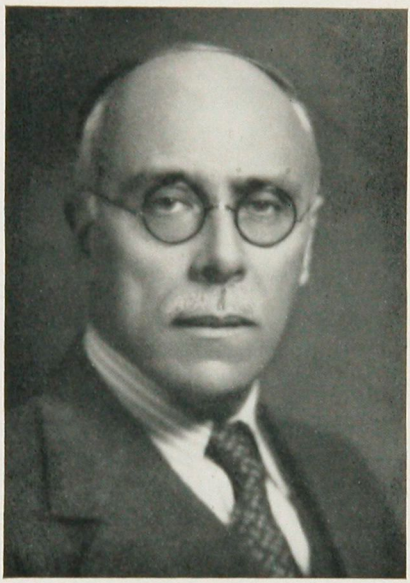
A.B., Instituto Cardenal Cisneros, Madrid; Graduate work at Wellesley College, Rutgers University, New York University, and Middlebury College; Instructor, Instituto-Escuela, Madrid, 1927–33; Instructor of Spanish, New Jersey College for Women, 1934–36; Attached to the Ministry of Public Instruction, Madrid, 1936–39; Instructor of Spanish, Russell Sage College, 1939—; Middlebury Spanish School, 1942–43.

JOAQUINA NAVARRO.

B.A., Instituto-Escuela, Madrid, 1934. Student of the Faculty of Letters, University of Madrid, 1935–36. Student of French Language and Literature, Alliance Française, Paris, 1938–39. M.A., Columbia University, 1942. Middlebury Spanish School, 1943.

TOMÁS NAVARRO TOMÁS, *Visiting Professor.*

Licenciado en Letras, University of Madrid, 1904. Doctor en Letras, University of Madrid, 1905. Traveling fellow of Junta para Ampliación de Estudios, Madrid, to study the Spanish dialects of Aragón, 1907, and Zamora, 1911, and to complete studies of Phonetics and Linguistic Geography in France and Germany, 1912–1914.



Professor of the Centro de Estudios Históricos, Madrid, 1914–1936. Director of the Courses for Foreign Students, Madrid, 1916–1923. Lecturer in the University of Puerto Rico, 1925. Professor in the Summer Session of Stanford University, California, 1927. Lectured extensively in American universities during 1927. Visiting Professor in the University of Puerto Rico, 1927–1928. Director of the Linguistic Atlas of the Iberian Peninsula, 1930–1936. Founder of the Archivo de la Palabra in the Centro de Estudios Históricos, Madrid, 1930.

Professor of Spanish Phonetics in the University of Madrid, 1931–1936. Member of the Spanish Academy, 1934. Lecturer in the Institut d'Etudes Hispaniques, Paris, 1935. Director of the National Library, 1936. Vice-President of the Junta Central del Tesoro Artístico, 1936. President of the Council of Spanish Libraries, 1937. Vice-President of the Central Committee of Spanish Academies, 1938.

Visiting Professor in Columbia University, 1939. Professor of Spanish Philology in Columbia University, 1940. Litt. D., Middlebury College, 1940. Director of Studies and Publications in the Hispanic Institute, New York, 1940. Visiting Professor, Middlebury Spanish School, 1941, 1943.

Author of: *Pensión al Alto Aragón*, Madrid, 1907; commentated edition of *Las Moradas de Santa Teresa de Jesús*, Madrid, 1911; commentated edition of *Poesías de Garcilaso de la Vega*, Madrid, 1912; *Manual de pronunciación española*, Madrid, 1918; *Pronunciación guipuzcoana*, Madrid, 1925; *A Primer of Spanish Pronunciation* (with the collaboration of Professor A. M. Espinosa), Benj. H. Sanborn and Co., 1926; *Impresiones sobre el estudio lingüístico de Puerto Rico*, Puerto Rico, 1928; *Compendio de ortología española*, Madrid, 1928; *El idioma español en el cine parlante*, Madrid, 1930; *El acento castellano*, Madrid, 1935, and regular collaboration in the *Revista de Filología Española*, Madrid, and *Revista de Filología Hispánica*, Buenos Aires-New York.

SOFIA NOVOA.

A.M., Conservatory of Madrid; Graduate work at Conservatory of Lisbon; École Normale de Musique, Paris; Columbia University and Middlebury College. Instructor of Music and Spanish Folklore, Escuela Internacional, Madrid, 1930–32; Instituto-Escuela, Madrid, 1930–36; Instructor, Barnard College, 1938–40; Dalton School of New York, 1940–42; Vassar College, 1942—; Middlebury Spanish School, since 1941.

Author of *Cantares Españoles*, Gessler Publishing Company.

MARIA OLIVA-SALAVERRY.

B.A., Catholic University, Lima, Peru, 1930; A.M., New York University, 1935; Doctora en Literatura, Universidad Nacional Mayor de San Marcos, Lima, Peru, 1941. Head of the Spanish Department, Saint Joseph College, 1930–37. Instructor of Spanish, Hunter College, 1937—; The Packer Collegiate Institute, 1942—; Middlebury Spanish School, 1943.

RICHARD PATTEE.

A.B., University of Arizona, 1926; A.M., Catholic University of America, 1927; Graduate Work, Universidade de Coimbra (Portugal), 1928, and Université de Louvain (Belgium), 1931–32. Instructor in History and Political Sciences, University of Puerto Rico, 1927–31; Assistant Professor of History, University of Puerto Rico, 1932–37. Member, Faculty of Eleventh Seminar to Mexico of the Committee on Cultural Relations with Latin America, 1936. Senior Division Assistant, Division of Cultural Relations, Department of State, 1938—; Lecturer in Hispanic American culture, Catholic University of America, 1939; Lecturer in Hispanic American civilization, Columbia University, 1941, 1942; Middlebury Spanish School, 1939, 1942, 1943.

Author of articles and monographs in *Revista Bimestre Cubana*, *Revista da Sociedade de Geographia de Lisboa*, *A Ordem* (Rio de Janeiro), *Hispanic American Historical Review*, *The Commonweal*, *American Catholic Historical Review*, etc. *The Negro in Brazil* (translated from the Portuguese of Arthus Ramos) and *Introducción a la historia de Europa en el siglo XIX* (with Arturo Morales Carrión).

MARIANO PICÓN-SALAS.

Ph.D., University of Chile, 1928; Professor of Literature, University of Chile, 1929–36; Professor of History of Art, University of Chile, 1929–36; Superintendent of Education, Venezuela, 1936; Director of Culture, Ministry of Education, Venezuela, 1938–40; Director of the National Office of Publications of Venezuela, 1940–42; Professor of Literature, Aesthetics, and History of Art, Escuela de Artes Plásticas, Venezuela, 1938–1942. Has traveled extensively in Chile, Peru, Argentina; in Europe, 1937–38; in the United States, 1939–40; in México, 1942. Invited by the Division of Cultural Relations, U.S. Department of State, to visit universities of the United States, 1942; Visiting Professor, Smith College, 1942–1943; Middlebury Spanish School, 1943.

Author of: *Intuición de Chile y otros ensayos*; *Imágenes de Chile* (Antología histórica); *Preguntas a Europa*; *Cinco discursos sobre pasado y presente de la nación venezolana*; *Formación y proceso de la literatura venezolana*; *Mundo Imaginario*; *Odisea de Tierra Firme*; *Registro de Huéspedes*; *Un viaje y seis retratos*; *Viaje al Amanecer*, etc. Has edited various volumes of *La Biblioteca venezolana de Cultura*.

SAMUEL RAMOS, *Visiting Professor from Spanish America.*

Studied in Morelia and later at the Escuela Militar of Mexico and the National University of Mexico. Traveled extensively in France and Italy. At present, Professor of Philosophy at the National University of Mexico and at the National Preparatory School. President, Mexican Commission on Intellectual Cooperation; Chief of the Mexican delegation to the Conference of Commissions on Intellectual Cooperation in Havana in November, 1941.

Author of: *Hipótesis* (1928); *El Caso Strawinsky* (1939); *El Perfil del Hombre y la Cultura en México* (1934); *Diego Rivera* (1935); *Más Allá de la Moral de Kant* (1938); *Hacia un Nuevo Humanismo* (1940); *Veinte Años de Educación en México* (1941); *Historia de la Filosofía en México* (1942).

MARINA ROMERO.

Diploma from Instituto-Escuela, Madrid, 1926; A.B., Normal School, University of Madrid, 1931; A.M., Mills College, 1937; Smith College Fellowship, 1935–36; Spanish Government Fellowship, 1935–36; Instructor, Instituto-Escuela, Madrid, 1930–35; Instructor of Spanish, Mills College, 1936–38; New Jersey College for Women, 1938—; Middlebury Spanish School, 1943.

Author of a book of poems and of articles and poems published in Spanish and Mexican reviews.

PEDRO SALINAS.

Licenciado en Filosofía y Letras, University of Madrid, 1913; Doctor en Filosofía y Letras, University of Madrid, 1916; Litt.D., Middlebury College, 1937; Lector of Spanish Literature, University of Paris (Faculté des Lettres), 1914–17; Professor of Spanish Language and Literature, University of Seville, 1918–30; Lector of Spanish, University of Cambridge, 1922–23; Director of the Course for Foreign Students, Centro de Estudios Históricos, Madrid, 1928–31; Director of the Contemporary Literature Division, Centro de Estudios Históricos, Madrid, 1932–36; Professor of Spanish Language for Foreign Students, Central School of Languages, Madrid, 1930–36; Professor of Spanish Language and Literature, University of Madrid, 1931–36; General Secretary of the International Summer University of Santander, 1933–36; Delivered the Turnbull Poetry Lectures, 1936; Special Lecturer in Spanish, Johns Hopkins University, 1937–38; Visiting Professor, Wellesley College, 1936–39, Visiting Professor, Middlebury Spanish School, 1937, 1938; Professor of Spanish; Johns Hopkins University, 1940—; Middlebury Spanish School, 1942, 1943.

Guest lecturer at the most important European and North American universities.

Author of: *Presagios; Poema de Mío Cid* (in modern verse); *Víspera del gozo; Seguro Azar; Fábula y Signo; Meléndez Valdés* (edited with critical study); *La voz a tí debida; Razón de amor; Lost Angel* and other poems, *Truth of Two* (English versions by Eleanor L. Turnbull); *Reality and the Poet in Spanish Poetry; Literatura Española, Siglo XX; En busca de Juana de Asbaje; Poesía Junta.*

Frequent contributor to the principal Spanish literary reviews since 1915; *España, La Pluma, Índice, Revista de Occidente* etc. Director of *Índice de Literatura Contemporánea* published by the Centro de Estudios Históricos. Advisory Editor of *Modern Language Notes.*

SOLEDAD SALINAS.

Escuela Internacional Española, 1932–36; Dana Hall, 1937–38; A.B., Wellesley College, 1942; Instructor of Spanish, Vassar College, 1942–43; Middlebury Spanish School, 1943.

DANIEL SAMPER ORTEGA, *Visiting Professor from Spanish America.*

Counselor of the Colombian Ministry of National Education; National Director of Fine Arts; Hispanic American representative of the University of Salamanca (Spain) on the occasion of the fourth centenary of the birth of Fray Luis de León; Director of the National Library; Counselor of the Colombian Embassy at Washington 1938–41; since 1941, Director, Gimf nasio Moderno, Bogotá; University o Texas, Summer School, 1940; Harris Me, morial Institute of Chicago, summer. 1941; Middlebury Spanish School, 1943.

Member of Academia Colombiana (assistant secretary); Academia Colombiana de Historia (ex-president); Academia Colombiana de Bellas Artes. Corresponding member of Academia Española de la Historia, Academia Española de Bellas Artes de San Fernando, Academia Panameña de Historia, and Academia Venezolana de Historia.

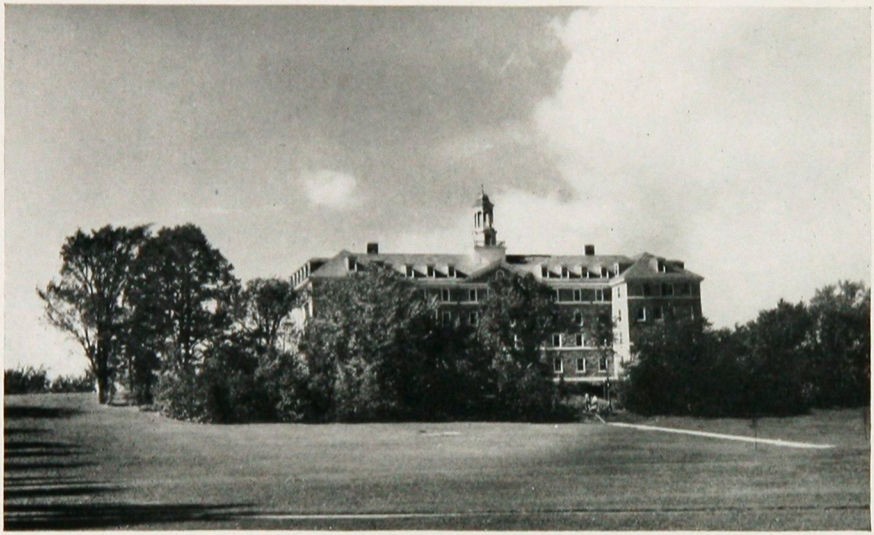
Author of the following novels: *Entre la niebla* (1923); *En el cerezal* (1924); *La Marquesa de Alfandoque* (1923); *La obsesión* (1926); *Vida de Bochica* (1928); *Zoraya* (1931). Dramas: *Escollo* (first produced in 1925). Essays: *Colombia* (Madrid, 1929); *Algalope* (1930); *La raza del romancero* (1930); *Vergara y su época* (1931); *Otra taza de café* (1933); *Nuestro lindo país colombiano. Selección Samper Ortega de literatura colombiana* (a Colombian classical collection of one hundred volumes).

Director since 1933 of the review *Senderos*, official publication of the National Library.

MANUEL SALAS.

A.B., Instituto Cardenal Cisneros, Madrid, 1916; Spanish language and literature studies, Centro de Estudios Históricos, Madrid, 1916–1917; Licenciado en Derecho, University of Madrid, 1922; Doctor en Derecho, University of Madrid, 1933; Instructor of Spanish, Culver Military Academy, 1927–1929; Middlebury Spanish School, 1928, 1929; Assistant Professor, New Jersey College for Women, 1929–34; Associate Professor, Head of the Spanish Department, New Jersey College for Women, 1934—; Middlebury Spanish School, 1943.

Author of: *Pequeña Antología*, F. C. Crofts; *Reunión en México* (with Augusto Centeno), The Dryden Press; *Spanish Grammar and Reader* (with Wm. F. Giese), The Dryden Press; editor of *Sonata de Primavera*, The Dryden Press.



Gifford Hall

THE COURSES OF STUDY

The courses of the Middlebury Spanish School are planned for teachers of Spanish and students who have acquired some proficiency in the language. With the exception of certain basic courses, which are offered every summer, the program changes yearly in a cyclic form, giving the student an opportunity to cover thoroughly in a period of four years, the fundamental phases of Spanish thought and letters.

In order to coordinate better the program of studies, the courses have been arranged in groups. Candidates for an advanced degree will be required to take at least one course in each group in fulfilling their residence requirements.

The utmost cooperation will exist between the Spanish and the French and Italian Schools, thus offering unusual advantages to students in the Romance Language field.

I. Language

A. BEGINNERS' COURSE.

The fundamentals of Spanish grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

This course is open only to students in the other Middlebury schools who wish to begin the study of Spanish. *It is not open to members of the Spanish School, and will not count for graduate credit.* (See page 6).

Hours to be arranged. SRTA. BRETÓN.

B. REVIEW GRAMMAR.

A thorough and systematic review of Spanish grammar, syntax, and basic vocabulary; constant oral and written practice. This course is intended for students who have only an incomplete mastery of the language and who would be incapable of the intensive work required in Course 2.

This course will not count for graduate credit.

Daily at 8:00 and 9:00. SRTA. OÑATE.

C. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who are unaccustomed to hearing or speaking Spanish although they may have an extensive "passive" vocabulary. Particular care will be given to developing self-confidence in the individual student through the constant use of the elements of everyday speech. The aim of this course is to provide the student with a basic "active" vocabulary with which he can converse correctly and without hesitation.

This course will not count for graduate credit.

Daily at 8:00, 9:00, 10:00, 11:00, 12:00. SRTA. GARCÍA-LORCA, SRTA. MOLES, SRTA. NOVOA, SRTA. ROMERO.

D. TRAINING IN PRONUNCIATION.

In the classes of this course, which will be divided into small sections, each student will practice daily exercises in pronunciation under the personal direction of the teacher. These classroom exercises, both graduated and methodical, will be supplemented by criticism and analysis of phonograph recordings to be made by each student.

This course will not count for graduate credit.

Daily at 8:00, 10:00, 11:00, 12:00. SRTA. NAVARRO, SR. DINAMARCA.

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1. ORAL WORK AND SELF-EXPRESSION IN SPANISH.

Intensive training in current Spanish designed to have the student gain assurance in self-expression in the language. Word study, oral reports on concrete topics, and a systematic building up of the conversational vocabulary will be based on readings of contemporary writers.

Daily, at 8:00, 9:00, 10:00, 11:00. SRTA. BRETÓN, SR. CLARIANA, SR. SALAS.

Reference text: Each student should provide himself with an all-Spanish dictionary.

Spanish School Staff, 1942

First Row: Sr. Lazo, Sra. de Casalduero, Sr. Salinas, Sra. de Díez-Canedo, Sr. de los Ríos, Sra. de Centeno, Sr. Centeno (J.A.), Sr. Díez-Canedo, Sra. de Salinas, Sr. Casalduero, Sra. de Lazo, Sr. Lopez-Rey, Sr. Halty-Dubé.

Second Row: Sr. Neale-Silva, Sra. de Neale-Silva, Srta. Curtis-Guajardo, Srta. Salinas, Sr. Pizarro, Srta. Díez de Oñate, Sr. Centeno (A.), Srta. Henríquez-Ureña, Srta. Mendoza, Sr. Arce, Srta. Bretón, Sr. Morales Carrión, Sra. de Morales Carrión, Srta. Zulueta, Srta. de Albornoz, Srta. Moles, Sr. Kalajian.

Third Row: Srta. Barkdull, Srta. Novoa, Srta. Petit, Sr. Rodríguez, Srta. Goodrich, Srta. Leite, Srta. García-Lorca, Srta. de Madariaga.

Last Row: Srta. Pando, Srta. Martin, Srta. Pietri, Sr. Sepúlveda, Sr. Salinas, Sr. Sánchez y Escribano, Sr. Parada, Sr. Guarnaccia.

2. ADVANCED GRAMMAR.

The aim of this course is to review systematically the fundamental principles of grammar and to train the student in the use of idiomatic Spanish. The work is essentially practical and consists chiefly of drill in oral and written sentence structure. Abundant practice is provided in writing idiomatic Spanish and in the practical application of grammatical principles. SRTA. CURTIS-GUAJARDO,

Daily at 8:00, 9:00, 10:00, 11:00. SR. DINAMARCA, SR. SALAS.

Text: Tarr and Centeno, *A Graded Spanish Review Grammar with Composition*, (Croft and Company).

3. ADVANCED COMPOSITION.

This course is intended for persons who have mastered the fundamentals of Spanish. It will comprise the discussion of Spanish style and the application of grammatical principles. A good part of the course will be devoted to the study of idiomatic constructions and to a thorough analysis of free compositions.

Daily at 10:00, 11:00. SRTA. OLIVA-SALAVERRY.

Text: *Present Day Spanish* (revised edition, 1941) by Bernard Levy, The Dryden Press.

4. PHONETICS.

One aspect of Spanish of which the teacher of the language needs to have a clear concept is the pronunciation. The apparent simplicity of the material is the reason why many foreign students speak the language with phonetical defects which they have never learned to correct. The concept of correct pronunciation, elaborated upon by a long tradition, is united in Spain and Spanish America with delicate cultural questions which the student of Spanish must consider. This course gives an organized and documented orientation on these points.

Daily at 9:00. SR. NAVARRO TOMÁS.

7. STYLISTICS.

This course will present the main characteristics of the Spanish language from the psychological and cultural points of view as well as from a grammatical approach. Part of the course will be devoted to special practice of literary expression by means of composition and translation. The stylistic analysis will be based on the study of passages from the works of Cervantes, Góngora, Quevedo, Larra, Unamuno, Azorín, R. Darío, A. Machado, J. R. Jiménez, and García Lorca.

Daily at 10:00. SRTA. HENRÍQUEZ-UREÑA.

8. HISTORICAL SUMMARY OF THE SPANISH LANGUAGE.

The first part of this course will be devoted to the appearance of Castilian, the evolution and development of the language, and its earliest use as a medium of literary expression. The second part of the course will present the influences and tendencies which enriched Spanish linguistic tradition during the Golden Age. The third, a methodical account of the characteristics of modern Spanish in Spain and Spanish America. The course will constitute a summary of essential facts for a basic comprehension of the problems of Spanish language and culture.

Daily at 8:00. SR. NAVARRO TOMÁS.

II. Methods

10. METHODS OF TEACHING SPANISH.

The purpose of this course is to offer practical solutions to the common problems encountered by teachers of Spanish in their classroom work. Among other activities this course will comprise discussions of syntactical problems, vocabulary, special aspects of the language in Spanish America, idioms, cultural contents of the Spanish curriculum, teaching aims, teaching devices, preparation of examinations, outside reading problems, and bibliographical sources.

Daily at 11:00. SRTA. HENRÍQUEZ-UREÑA.

III. Civilization

11. MODERN AND CONTEMPORARY SPAIN.

Establishment of political and religious unity in Spain. Formation of the Spanish Empire. Spanish hegemony. Discovery, conquest and colonization of America; its incorporation in the moral and political life of Spain. Fixation of Spanish society at the time of Felipe II. Splendor and decomposition of Spanish life in the 17th century. The cultural, economic, political, and military reorganization of the 18th century. The 19th century struggle for the establishment of democracy. Civil wars and uninterrupted series of military uprisings which are unable to impede the political, social and intellectual renovation of Spain.

It is recommended that students planning to take this course read in advance some standard text such as Aguado Bleye's *Historia de España* or Altamira's *Historia de España*.

Daily at 9:00. SR. CASALDUERO.

14. SOCIAL, CULTURAL AND INSTITUTIONAL EVOLUTION OF HISPANIC AMERICA.

A general course covering the essential cultural characteristics of the Hispanic American republics since independence. Particular attention will be given to the development of institutions, the mode of life, the social and political structure, and the evaluation of the nature of the civilization in this area.

Daily at 11:00. SR. PATTEE.

15. EVOLUTION OF THE CULTURE OF MEXICO.

A survey of the development of the various phases of the culture of Mexico with attention to the historical, sociological, and philosophical elements that explain the process of thought and expression in the country. Attention will be devoted to the influence of the pre-Hispanic, the place of the colonial regime and the influence of independence in producing the present day culture of the Mexican people.

Daily at 12:00. SR. RAMOS.

16. HISTORY OF SPANISH AND HISPANO-AMERICAN ART.

A study of the outstanding creations of Art, and the prevailing Art theories and tastes, from the 15th through the 18th century, in Spain and during the Spanish colonial period; the Art creations and tendencies during the 19th and 20th centuries.

It is advisable for students taking this course to read in advance such standard texts

as: Enrique Lafuente: *Breve Historia de la Pintura Española* or A. L. Mayer: *La pintura española*; Andrés Calzada: *Historia de la Arquitectura Española*; Miguel Solá: *Historia del Arte Hispanoamericano*.

Daily at 8:00. Sr. López-Rey.

IV. Literature

20. THE DEVELOPMENT OF SPANISH LITERATURE.

This course will give the student a clear and complete view of Spanish literature rather than a list of names and dates. Its aim is to distinguish and classify the principal directions of Spanish literature from its origins to our time (1140–1940).

Daily at 10:00. Sr. Guillén.

23. NOVEL OF THE CLASSICAL PERIOD.

This course will study the development of the novel in Spain during the classical period so as to prepare the student for a full appreciation of *El Quijote* wherein the novelistic form attains its highest perfection. The various manifestations of the novel to be considered: preliminary notice of romances of chivalry, the sentimental and the didactic novel; *La Celestina*; the pastoral novel; the picaresque romance, its characteristics and different forms, and its evolution toward more ample forms in the seventeenth century; *El Quijote*; and other types of prose fiction.

Students planning to enroll in this course are requested to read *El Quijote* in advance.

Daily at 8:00. Sr. Casalduero.

25. SPANISH ESSAY IN THE TWENTIETH CENTURY.

This course will present the various forms taken by the essay in the twentieth century and its principal artistic and philosophic tendencies. This is the general outline of the course: Tradition and novelty of the essay form in Spain. The generation of '98 and the essay—intellectualism and sensibility. Direction of the modern essay: philosophic thought; poetic vision; Spanish reality; the social question; technical knowledge; and politics. The essay and its literary value: momentariness and permanence. Literary forms derived from the fragmentation of the essay: the commentary, the *greguería*, the aphorism.

Daily at 12:00. Sr. Salinas.

26. CONTEMPORARY SPANISH POETRY.

A part of this course will be devoted to literary history and the major portion to critical readings. Lyric creation in our time is so abundant that, avoiding the purely superficial, attention will be concentrated on a synthesis of general tendencies in Spanish poetry from 1900 to 1940 through the study of six representative poets of the first rank; Miguel de Unamuno, Antonio Machado, Juan Ramón Jiménez, Pedro Salinas, Frederico García-Lorca, and Rafael Alberti.

Daily at 9:00. Sr. Guillén.

27. THE GREAT THEMES OF CLASSICAL SPANISH LITERATURE.

A general vision of the classical period will be acquired by the student of this course through the reading of the works of its most important authors. The course will be developed on the following plan: 1. Love; human love and divine love; tragedy and artfulness; reality and stylization. 2. Man and the world; reality of the world;

man and his action; criticism of the world; world and otherworld. 3. Nature; the sensual and the intellectual; nature—a source of wisdom; nature—a source of joy. 4. Death; end or beginning of man; the willingness to die; the Beyond.

Daily at 11:00. Sr. Salinas.

30. THE SPANISH AMERICAN NOVEL.

A comprehensive survey of the development of the novel as an important form of the literary history of the Spanish-speaking countries. Authors will be selected who represent significant trends, or reflect important social thought in various of the republics. Lectures will be based on the analysis of outstanding novels with a study of their background and place.

Daily at 9:00. Sr. Samper Ortega.

31. DETERMINING ELEMENTS IN THE CULTURAL HISTORY OF HISPANO-AMERICA.

The purpose of this course is to present an introduction to the literary history of Hispano-America. The following topics, among others, will be developed: Indian nature and sensibility; Renaissance forms in the 16th century; *el mestizaje*; the Baroque period; Jesuit humanism of the 18th century, the beginning of Encyclopedism; revolutionary thought and the precursors of Independence; the Romantic period; cosmopolitanism and nationalism in Hispano-American culture of the 19th century; contemporary intellectual and artistic tendencies.

Daily at 11:00. Sr. Picón-Salas.

33. CONTEMPORARY SPANISH AMERICAN LITERATURE.

A survey of the trends and developments in the literary expression of present day Spanish America. Attention will be devoted to the various genres, the social and historical influences and the salient characteristics of the literature as a whole. The course will include a broad analysis of what Spanish American literature means to-day and its tendencies rather than a detailed country-by-country account of literary figures and their works.

Daily at 10:00. Sr. Samper Ortega.

35. SOCIAL CRITICISM IN HISPANO-AMERICAN LITERATURE OF THE 19TH CENTURY.

The following are some of the topics which this course will include: Personalities of the Revolution. Struggles between the liberals and conservatives in the period 1830–40. The Cuban encyclopedists; the Argentine romantics. Popular tendencies in the period 1840–60; the beginnings of Utopian socialism. The Argentine Progressists. Social criticism in Chile. Colombian and Venezuelan humanists. The great political writers of Peru and Ecuador. Positivist thought toward the end of the 19th century. The debate between dictatorship and democracy.

Daily at 10:00. Sr. Picón-Salas.

CONTEMPORARY HISPANIC AMERICA.

A series of lectures and discussions of the present day problems of the Hispanic American nations in terms of the impact of the war on society, economic life, and international relations. The principal emphasis will be on the profound changes taking place in these republics and the manner in which they are meeting the challenge of the present day.

Guests who are outstanding in the fields of literature, history, education, and politics will take part in this course. Among those who came to Middlebury during the session of 1942: Eziquiel Martínez Estrada, Pablo Ynsfran, Jorge Zalamea, William Berrien, Mariano Picón-Salas, and Raúl Silva Castro.

No academic credit is allowed for this course.

Tuesday and Thursday at 2:15. SR. PATTEE.

FOLK SONGS AND DANCES OF SPAIN AND SPANISH AMERICA.

The different songs, dances and games from various regions of Spain and the countries of Spanish America will be taught and interpreted in this course. The students will learn how to accompany the songs and dances with their corresponding typical instruments. Detailed explanations and descriptions of the costumes required in the different dances will also be furnished. Advice will be given concerning the most advantageous use of folklore material in stimulating interest in classroom work and its direct application to Spanish Club activities.

With the material learned in this course the students present a program at the end of the session.

No academic credit is allowed for this course.

Monday, Wednesday and Friday at 3:30. SRTA. NOVOA.

SPANISH CLUB ACTIVITIES.

With the thesis that the Spanish Club should aspire to furnish more than an opportunity to speak the language, that it should complement the daily classroom work of the teacher by giving a cultural appreciation of Spanish-speaking peoples, a series of programs for Club Work will be presented with all necessary references. These informal meetings will also provide an opportunity for teachers to exchange opinions and suggestions.

No academic credit is allowed for this course.

Tuesday and Thursday at 3:30. SRTA. SALINAS.

Reading Lists A detailed list of texts and required reading for all courses will be furnished on request to the Director.

Credits Two credits or semester hours will be allowed for each daily course. (See *Credits* on pages 6–7). Course 1 may, with the consent of the Director, be taken a second summer for credit, since the material of this course is varied each year.

Books General supplies and text books published in this country may be purchased in the College Bookstore. In addition, the Spanish School has a small bookstore opened only at fixed hours. Here students may secure, at very low prices, those books printed abroad which are used as texts in some courses, and other Spanish books dealing with contemporary literature.

Students are advised to provide themselves before coming with an all-Spanish dictionary, such as *El Pequeño Larousse Ilustrado.*

Library The Spanish Library consists at present of over 5,000 titles comprising such subjects as language, literature, history, and civilization. During the past years, the library has been the recipient of gifts from the Centro de Estudios Históricos, the Junta de Relaciones Culturales, the Academia de la Historia de Cuba, the Hispanic Society of America, and the Secretaría de Educación Publica de México. Several anonymous gifts have also been received. The most representative periodicals of Spain and Spanish America, as well as publications in this country dealing with the Spanish language and literature, are received.

Spanish School Play

LIFE IN THE SCHOOL

Use of Spanish The only language used in the school is Spanish; therefore, *no student will be admitted to the school unless he is able and willing to use only Spanish while in attendance.* Each student is required to *pledge his word of honor* to observe this rule of no English, and it is with this condition that the Director admits each student to the school. Only the Director may grant temporary release from this rule, upon occasions which may warrant it. The Director reserves the right to dismiss students who willfully break this rule.

Students are asked to refrain from reading newspapers that are in English, and they should not have such newspapers sent them from their home town or city. The most important Spanish newspapers are received at the school and are at the disposal of the students in the social hall of the Spanish House. The students are requested to subscribe, upon their arrival, to a Spanish newspaper for the period of the session.

Spanish Dormitories. One of the most attractive features of the school is the friendliness which exists between the faculty and students, in no small measure due to the fact that the Director and instructors, as well as all students, reside in the dormitories.

Gifford Hall, the newest and one of the finest dormitories on the campus, will be the center of the Spanish School this summer. Double suites, connecting singles, and single rooms are available. It is built on the highest point of the campus and commands views of exceptional beauty and grandeur.

Forest Hall West, directly across from Gifford Hall, is a splendid new dormitory built of native stone in colonial style. All rooms are single, with a lavatory between every two rooms. Due to the war emergency, it may become necessary to make changes in dormitory assignments before the opening of the session.

There is a graduate nurse on regular duty on the campus within the reach of every student. The students may feel that they are amply protected in case of emergency.

Residence Awards for Spanish American Students In the session of 1942 a number of special residence awards were granted to Spanish American students unable to return to their homes during the short summer holiday. Those receiving awards in 1942 were: Marina Fuenmayor of Venezuela, César Graña of Peru, Adolfo Halty-Dubé of Uruguay, Yolanda Pando of Bolivia, Alfonso Rodríguez of Colombia, Ramón Sepúlveda of Chile, and Magdalena Petit of Chile.

Similar awards will be made for the 1943 session and any Spanish American student officially enrolled in a college or university in the United States is eligible. Application should be made to the Institute of International Education, 2 West 45th Street, New York City, through which the awards are made.

Spanish Dining Rooms The hum of conversation in the Spanish dining rooms is natural and spontaneous. Students quickly forget their shyness of a foreign language at meal hours when guided by understanding instructors who preside at each table. In order that the students may get better acquainted with each other and with the various instructors, they are required to change tables according to a system of rotation.

Regularly enrolled students in the French and Italian Schools who have a knowledge of Spanish may, with the permission of the Director, arrange to have some of their meals in the Spanish dining hall if an exchange can be effected.

Lectures Every Monday evening at seven o'clock in Munroe 303 a lecture will be given by some member of the faculty or a guest lecturer. All members of the school are urged to attend.

Activities The activities outside of the recitation room constitute an important feature of the life of the student while attending the Spanish School. These activities are designed not merely to furnish entertainment and relaxation, but also to give the student an opportunity to become better acquainted with various manifestations of Spanish customs and life.

Weekly programs are planned at the beginning of each week and are arranged so as not to interfere with the student's study and relaxation. These short programs include the following subjects: dance or musical recitals; dramatic or literary entertainments; readings, or informal talks by members of the faculty; Spanish games and plays; folk songs and dances; and Spanish moving pictures.

The annual Literary Competition will be held again this summer offering a cash prize of twenty-five dollars. Full details will be furnished at the beginning of the session.

OTHER INFORMATION

Arrival Beginning Friday morning, July 2, students will be met at the station by a Spanish School representative who will direct them to taxis and assist with arrangements for luggage.

As soon as possible, students should report at the office of the Director

in Painter Hall to register for their courses and receive other information.

The first official assembly of the Spanish School will be held at the Social Hall of the Spanish House, Sunday evening, July 4 at seven o'clock. All students are required to attend. Classes will begin at eight o'clock, Monday morning, July 5. See also page 10.

Consultation During the entire summer the Director will hold regular consultation hours at his office in Painter Hall, from 10 to 12, and from 2 to 3 daily. Arrangements may be made with his secretary for special consultations at other hours.

Scholarships Six scholarships of fifty dollars each will be awarded this summer. Only students who have never attended the Middlebury Spanish School, and who would be unable to attend without such financial assistance, are eligible. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before June 1.

Self Help In addition to the scholarships a limited number of students are provided an opportunity to defray part of their expenses—free board—by acting as waiters and waitresses in the Spanish dining hall. A speaking knowledge of Spanish is essential to be granted one of these positions. Those interested may write to Miss Mary N. Bowles, Dietitian Middlebury College, Middlebury, Vermont, for information and application blanks.

Mail to Students In order to insure prompt delivery of their mail, students should have all letters and other mail matter addressed in care of the Middlebury Spanish School, Middlebury, Vermont.

Correspondence Communications regarding admission, courses, credits and other academic information may be addressed to Prof. Juan A. Centeno, Director of the Spanish School, Middlebury College, Middlebury, Vermont.

Correspondence concerning fees and room reservations should be addressed to the Secretary of the Language Schools, Middlebury College, Middlebury, Vermont.

COURSES for beginners in Portuguese and Russian are being planned in conjunction with the Middlebury Language Schools program. The work in Portuguese will be under the supervision of the Spanish School, and students will be expected to have a speaking knowledge of Spanish. The course in Russian will be under the supervision of the French School. The courses will form a part of the regular academic program and will carry credits. All inquiries should be addressed to the Language Schools Office, Middlebury College, Middlebury, Vermont.*

**As with all the Language Schools, these plans are entirely tentative, and contingent upon the decisions of the military authorities concerning the use of college facilities.*